

**Fall 2022-23**  
**PAPM 4000 D | Capstone– Communications and Information Policy**  
**Public Affairs and Policy Management**

**INSTRUCTOR**

- Carly Dybka | [carlydybka@cunet.carleton.ca](mailto:carlydybka@cunet.carleton.ca)
- Office hours:
  - Mondays 1-2pm and Wednesdays 10:30-11:30 am
  - RB 4209 or via Zoom (your preference)
  - During reading week and after December 7, meetings by appointment

**COURSE INFORMATION AND RESOURCES**

Mondays (Sep. 12 to Dec. 5) and Friday Dec. 9, 2:35-5:25pm, Loeb D199B  
Materials uploaded into Brightspace

**COURSE DESCRIPTION**

This course aims to prepare undergraduate students for future employment in communications in the public service, with a focus on social media. The need for thorough education on effective use of social media is emerging from an increasingly bright spotlight on government use of these media, seen in increased media coverage, more frequent ATI requests and Parliamentary questions, and a heavy emphasis on social media as a tool for government communications. These examples can highlight the risk and reward that are inseparable from government presence in the digital environment.

This intense focus on social media is indicative of the complexity of the social media environment, including the need for strategic planning, effective content development, and informed and thorough analysis of the broader online environment. This course will provide an overview of the elements of this environment while allowing students to hone in on specific areas of interest.

In addition to understanding the practical aspects of using social media in the Canadian federal government, the class will use academic and grey literature to problematize or provide a different perspective on the beliefs, behaviours and concepts often seen as fundamental to professional communications today.

**LEARNING OBJECTIVES**

Students should leave this course:

- Being well versed in Government of Canada communications policies, guidelines, etc., and understanding of how those are applied day to day
- Knowing how to develop effective, compelling communications strategies and memos
- Understanding the overall environment in which Government of Canada social media function, both internally (within comms shops/departments) and externally (in a social media environment with outside participants and interests)
- Able to engage critically with communications: its planning, evaluation/measurement, mechanisms, etc.

## COURSE CALENDAR AND TEXTS

Date	Topic	Required readings
Week 1 September 12	Introduction: -review of syllabus -relevant GC policies -how to do your class readings and assignments	NA – here are links to the GC content we’re reviewing:  Treasury Board of Canada Secretariat (TBS). (2019). <i>Policy on communications and federal identity</i> . <a href="https://www.tbs-sct.gc.ca/pol/doc-eng.aspx?id=30683">https://www.tbs-sct.gc.ca/pol/doc-eng.aspx?id=30683</a>  TBS. (2021). <i>Directive on the management of communications</i> . <a href="https://www.tbs-sct.gc.ca/pol/doc-eng.aspx?id=30682">https://www.tbs-sct.gc.ca/pol/doc-eng.aspx?id=30682</a>  TBS. (2022). <i>Design standard for the Federal Identity Program</i> . <a href="https://www.canada.ca/en/treasury-board-secretariat/services/government-communications/design-standard.html">https://www.canada.ca/en/treasury-board-secretariat/services/government-communications/design-standard.html</a>  TBS. (2016). <i>Guideline on acceptable network and device use</i> . <a href="https://www.tbs-sct.gc.ca/pol/doc-eng.aspx?id=27907&amp;section=HTML">https://www.tbs-sct.gc.ca/pol/doc-eng.aspx?id=27907&amp;section=HTML</a>
Week 2 September 19  <b>***By end of class: Confirming groups for comms plan***</b>	Memos and comms plans	Lundgren, & McMakin, A. H. (2018). Develop a communication plan. <i>In Risk communication: A handbook for communicating environmental, safety, and health risks</i> (6th ed.) (pp. 135-143). Wiley.  Harley House Consultants Inc. (2008). <i>Communications strategy planning template</i> . <a href="https://harleyhouse.com/wp-content/uploads/Issue-12.pdf">https://harleyhouse.com/wp-content/uploads/Issue-12.pdf</a>  Antle, R. (2004, March 13). <i>Briefing notes blame media for negative coverage of aboriginal issues</i> . Canadian Press Newswire.  <i>Briefing notes: CSIS would use info obtained by torture</i> . (2010, September 13). In The National. CBC Television.  <b>(for info)</b> Government of Canada. (n.d.). <i>Proactive disclosure—Briefing note titles and numbers—Open Government portal</i> . Retrieved July 17, 2021, from <a href="https://open.canada.ca/data/en/dataset/ee9bd7e8-90a5-45db-9287-85c8cf3589b6">https://open.canada.ca/data/en/dataset/ee9bd7e8-90a5-45db-9287-85c8cf3589b6</a>  <b>(for reference)</b> Writing for Results Inc. (n.d.). <i>Government of Canada briefing notes templates</i> . <a href="http://www.writingforresults.net/Acro_3/templates.pdf">http://www.writingforresults.net/Acro_3/templates.pdf</a>
Week 3 September 26	Writing comms products	N/A. We’ll discuss: -How communications branches are often structured -Common communications products developed -Style guides, accessibility, OL and other guiding documents -Templates (NRs, MEPs, web, content calendars, etc.) -The “other” comms plans: advertising and POR plans

<p>Week 4 October 3</p>	<p>Developing and evaluating a strategic social media plan</p>	<p>Fugate, C. (2012). How did we get here? In Ines, M., &amp; Greeves, B. (Eds.), <i>Social media in the public sector field guide: Designing and implementing strategies and policies</i> (pp. 1-34). John Wiley &amp; Sons.</p> <p>Sutherland, K. E. (2021). The foundational components of strategy. In <i>Strategic social media management</i> (pp. 75–101). Springer Singapore.</p> <p>Sutherland, K. E. (2021). Social media strategy development. In <i>Strategic social media management</i> (pp. 7–10). Springer Singapore.</p>
<p>Week 5 October 10</p>	<p>University closed – Thanksgiving</p>	
<p>Week 6 October 17</p> <p><b>***DUE by EOD: Paper outline***</b></p>	<p>Digital Era Governance: Understanding the GC communications context</p>	<p>Clarke, A., Lindquist, E. A., &amp; Roy, J. (2017). Understanding governance in the digital era: An agenda for public administration research in Canada. <i>Canadian Public Administration</i>, 60(4), 457–475.</p> <p>Cukier, W. (2019). <i>Developing Canada’s digital-ready public service: Attracting and retaining a highly skilled, diverse workforce to support the Government of Canada’s digital strategy</i>. Public Policy Forum.</p> <p>Dunleavy, P., &amp; Margetts, H. (2010). <i>The second wave of digital era governance</i>. American Political Science Association Conference, Washington, DC.</p> <p>Phippen, A., &amp; Ashby, S. (2013). Digital behaviors and people risk: Challenges for risk management. In M. R. Olivas-Lujan &amp; T. Bondarouk (Eds.), <i>Advanced series in management</i> (pp. 1–26). Emerald Group Publishing Limited.</p> <p>Privy Council Office. (2022). Best practices for communicating in a digital world. <a href="https://www.canada.ca/en/privy-council/services/communications-community-office/articles/best-practices-communicating-digital-world.html">https://www.canada.ca/en/privy-council/services/communications-community-office/articles/best-practices-communicating-digital-world.html</a> <a href="https://doi.org/10.1108/S1877-6361(2013)0000011005">https://doi.org/10.1108/S1877-6361(2013)0000011005</a></p>
<p>Week 7 October 24</p>	<p>No class – Reading Week</p>	
<p>Week 8 October 31</p> <p><b>***DUE by EOD November 2: Memo***</b></p>	<p>Listening to your audience: Social listening and client service</p>	<p>Kim, A., Murphy, J., Richards, A., Hansen, H., Powell, R., &amp; Haney, C. (2014). Can tweets replace polls? A U.S health-care reform case study. In C. A. Hill, E. Dean, &amp; J. Murphy (Eds.), <i>Social media, sociality, and survey research</i> (pp. 61–86). John Wiley &amp; Sons.</p> <p>Murphy, J., Hill, C. A., &amp; Dean, E. (2014). Social Media, Sociality, and Survey Research. In C. A. Hill, E. Dean, &amp; J. Murphy (Eds.), <i>Social media, sociality, and survey research</i> (pp. 1-34). John Wiley &amp; Sons.</p> <p>Sitten, M. (2012). A service-oriented approach to public sector social media strategy. In <i>Public interest and private rights in social media</i> (pp. 79–95). Elsevier.</p>

<p>Week 9 November 7</p>	<p>Mis- and dis- information on social media (MIDI)</p>	<p>Bradshaw, S. (2020, November 23). <i>Influence operations and disinformation on social media</i>. Centre for International Governance Innovation. <a href="https://www.cigionline.org/articles/influence-operations-and-disinformation-social-media/">https://www.cigionline.org/articles/influence-operations-and-disinformation-social-media/</a></p> <p>Cooke, N. A. (2017). Posttruth, truthiness, and alternative facts: Information behavior and critical information consumption for a new age. <i>The Library Quarterly</i>, 87(3), 211–221.</p> <p>Lim, G. (2020, August 7). <i>The risks of exaggerating foreign influence operations and disinformation</i>. Centre for International Governance Innovation. <a href="https://www.cigionline.org/articles/risks-exaggerating-foreign-influence-operations-and-disinformation/">https://www.cigionline.org/articles/risks-exaggerating-foreign-influence-operations-and-disinformation/</a></p> <p>Shu, K., Wang, S., Lee, D., &amp; Liu, H. (2020). Mining disinformation and fake news: Concepts, methods, and recent advancements. In K. Shu, S. Wang, D. Lee, &amp; H. Liu (Eds.), <i>Disinformation, misinformation, and fake news in social media</i> (pp. 1–19).</p>
<p>Week 10 November 14</p>	<p>Social and legacy media: the GC and journalism online</p>	<p>Chen, G. M. (2019). Social media and scandal. In H. Tumber &amp; S. Waisbord (Eds.), <i>The Routledge companion to media and scandal</i> (1st ed., pp. 165–173). Routledge.</p> <p>Connolly, A. (2017, September 7). <i>Wyclef Jean as immigration liaison? Not so fast...</i> iPolitics. <a href="https://ipolitics.ca/2017/09/07/wyclef-jean-as-immigration-liaison-not-so-fast/">https://ipolitics.ca/2017/09/07/wyclef-jean-as-immigration-liaison-not-so-fast/</a></p> <p>Meng, B. (2019). Mediatization and political scandal. In H. Tumber &amp; S. Waisbord (Eds.), <i>The Routledge companion to media and scandal</i> (1st ed., pp. 67–75). Routledge.</p> <p>Lawton, A. (2019, July 23). Government monitoring social media for posts critical of Trudeau’s immigration record. True North News. <a href="https://tnc.news/2019/07/23/government-monitoring-social-media-for-posts-critical-of-trudeaus-immigration-record/">https://tnc.news/2019/07/23/government-monitoring-social-media-for-posts-critical-of-trudeaus-immigration-record/</a></p>
<p>Week 11 November 21</p>	<p>Digital communications and diplomacy</p>	<p>Gollom, M. (2018, August 9). <i>Canada-Saudi spat highlights perils of Twitter diplomacy</i>. CBC News. <a href="https://www.cbc.ca/news/politics/saudi-arabia-tweet-sanctions-canada-twitter-1.4777825">https://www.cbc.ca/news/politics/saudi-arabia-tweet-sanctions-canada-twitter-1.4777825</a></p> <p>Manor, I. (2019). Introduction. In <i>The digitalization of public diplomacy</i> (pp. 1–27). Springer International Publishing.</p> <p>Potter, E. H. (2021). Three cheers for “diplomatic frivolity”: Canadian public diplomacy embraces the digital world. In N. J. Cull &amp; M. K. Hawes (Eds.), <i>Canada’s public diplomacy</i> (pp. 55–93). Springer International Publishing.</p> <p><b>(skim – for discussion)</b> Digital Diplomacy Index: <a href="https://digital-diplomacy-index.com/">https://digital-diplomacy-index.com/</a></p>

Week 12 November 28	Communications and citizen privacy	<p>Alegre, S. (2021, May 31). <i>Protecting freedom of thought in the digital age</i>. Centre for International Governance Innovation.  <a href="https://www.cigionline.org/publications/protecting-freedom-of-thought-in-the-digital-age/">https://www.cigionline.org/publications/protecting-freedom-of-thought-in-the-digital-age/</a></p> <p>Barrera, J. (2019, November 25). <i>Trans Mountain monitoring anti-pipeline activists, labelling some as “persons of interest.”</i> CBC News.  <a href="https://www.cbc.ca/news/indigenous/tmx-docs-reports-1.5370221">https://www.cbc.ca/news/indigenous/tmx-docs-reports-1.5370221</a></p> <p>Nissenbaum, H. (2011). <i>A contextual approach to privacy online</i>. <i>Daedalus</i>, 140(4), 32–48.</p> <p>Office of the Privacy Commissioner of Canada. (2013). <i>Aboriginal Affairs and Northern Development Canada wrongly collects information from First Nations activist’s personal Facebook page</i>. Retrieved July 17, 2021 from  <a href="https://www.priv.gc.ca/en/opc-actions-and-decisions/investigations/investigations-into-federal-institutions/2012-13/pa_201213_01/">https://www.priv.gc.ca/en/opc-actions-and-decisions/investigations/investigations-into-federal-institutions/2012-13/pa_201213_01/</a></p> <p>Pugliese, D. (2021, May 11). <i>Canadian military intelligence monitored Black Lives Matter movement, claiming pandemic justified such actions</i>. Ottawa Citizen. <a href="https://ottawacitizen.com/news/national/defence-watch/canadian-military-intelligence-monitored-black-lives-matter-movement-claiming-pandemic-justified-such-actions">https://ottawacitizen.com/news/national/defence-watch/canadian-military-intelligence-monitored-black-lives-matter-movement-claiming-pandemic-justified-such-actions</a></p> <p>Sponder, M. (2012). The uses and accuracy of social analytics data and platforms. In <i>Public interest and private rights in social media</i> (pp. 175–196). Elsevier.</p>
Week 13 December 5	Q&A/job talk	NA
Week 14 December 9	Strategy presentations	<p>NA</p> <p>These presentations should only require about an hour of class time. The remaining time can be used to modify your strategy before submission at end of day, or otherwise used as you wish.</p>
December 22	<b>***DUE by EOD: Paper ***</b>	

## EVALUATION

Item	Due (EOD)	Value
Attendance and participation	NA – throughout	20%
Discussion questions (4 sets of 2 questions)	NA – throughout	20%
Paper outline	October 13	5%
Memo	November 2	10%

Comms strategy	December 9	15%
Final paper	December 22	30%

Note: Standing in a course is determined by the course instructor 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.

## ASSIGNMENTS

- All assignments must be uploaded via Brightspace.
- All documents must be uploaded in .doc or .docx format. Google docs links and PDFs are not accepted (penalty of 5% of grade).

### Attendance and participation (20%)

Three marks are deducted for every absence from class, unless previously discussed with the instructor, or due to a documentable event (illness, or personal/family emergency) reported to the instructor as soon as possible.

Participation marks are earned over the course of the semester, based on:

	<b>Exemplary (13-15)</b>	<b>Proficient (10-12)</b>	<b>Developing (7-9)</b>	<b>Poor (6 and under)</b>
<b>Frequency of participation</b>	Student initiates contributions more than once in each class.	Student initiates contribution once in each class.	Student initiates contribution at least in half of the classes.	Student does not initiate contribution & needs instructor to solicit input.
<b>Quality of participation</b>	Comments always insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.	Comments mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion & personal taste, e.g., "I love it", "I hate it", "It's bad" etc.

Adapted from Carnegie Mellon Institute: [www.cmu.edu/teaching/assessment](http://www.cmu.edu/teaching/assessment)

### Discussion questions (20%)

Four times during the semester, you will need to develop a set of discussion questions for the class. You must submit at least one set of questions by September 23 for the September 26 class. The last session to submit questions is November 25 for the November 28 class.

Each set should contain two questions, designed to start a discussion amongst the class about the assigned readings for the week (or pulling from previous weeks' readings). You will be called upon to explain and introduce your discussion questions in class from time to time.

Questions must be submitted by the end of the day on the Thursday preceding the class; questions submitted late receive 0 points. You can make up these points by submitting an extra set of questions another time during the semester.

Each question is worth 2.5 percent (i.e. 5% per set), evaluated as follows:

Level/value	Description
Poor (0-1 point)	Question does not demonstrate familiarity with the readings (e.g. too vague, unrelated to the issues at hand, reveals major comprehension errors).
Developing (1.5 points)	Submitted question demonstrates understanding of the readings and raises some issues of significance from the readings, but isn't designed to elicit discussion, or fails to probe core issues.
Proficient (2 points)	Submitted question demonstrates thorough understanding of the readings, and raises relevant, thought-provoking issues for discussion.
Exemplary (2.5 points)	In addition to the above, the question a) penetrates to the heart of the week's topic, and/or b) draws insightful connections between weeks.

### Memo (10%)

*Note: You are encouraged to pick related themes/issues for your memo and final paper, as this will make the assignments easier for you. However, it is not required.*

Following the September 19 class about memos, you'll get to develop a memo on any subject of your choosing that relates to Government of Canada communications. The memo will be written to the Director General of Communications at a department/agency of your choosing. The intended outcome is that you'll develop the skills to write concise briefings at a professional or near-professional level—the memo should look and sound like it was prepared by a senior communications advisor.

The memo will be evaluated as follows:

Item/value	Description (what is being sought)
Formatting and layout (4 points)	The memo is formatted according to the required standard, and contains the necessary sections, presented in a logical order. The memo is within the maximum page length (2 pages, using the correct formatting).
Contents of the note (4 points)	The issue is presented clearly, with proper background/context, identification of the core issue, quality evidence justifying your recommendation(s), a clear impetus for the memo/decision, and consistent relevance to the issue being discussed.
Quality of the writing (2 points)	Writing is detailed yet concise, flows almost seamlessly from one section to the next, and is persuasive. Writing contains no spelling or grammatical errors. Syntax is easy to understand and active voice is used where warranted.

### Paper outline (5%)

By EOD October 13, you will have to submit a 1-page outline of your final paper for the class. The primary objective of this exercise is for you to obtain early feedback on your paper.

This outline should include:

- A clear thesis statement or research question;
- A section briefly outlining the theories or concepts guiding your research;
- A section explaining your planned methodology;
- A minimum of five pieces of grey or academic literature that you will consult to support (or problematize) your argument; and
- An explanation of why you think this research or argument is valuable—for example, it may address an area of concern in the field of communications, or it may allow you to explore certain ideas or arguments that you've wanted to explore as part of your academic career.

## Communications strategy (15%)

The class will be broken up into 3 groups and each will select a department and issue for which they will be developing a communications strategy. This activity is designed so that most of it can be completed during group work periods provided during class hours; this also allows you to ask me questions as they arise.

The strategy should be 4-6 pages long, and use the template provided. It must contain *at least* the following sections:

- Background and context
- Communications objectives
- Target audiences
- Key messages
- Tactics
- Considerations
- Next steps

It must also contain an annex (excluded from the page count above), containing ONE of the following products (using the templates provided):

- News release
- Speaking notes, speech or statement (3-4 minutes long as per [Readometer](#))
- Ministerial event plan
- Social media plan (strategic—not a content calendar)

Your strategies will be presented on the last class (December 9). These presentations:

- are **informal** and **not formally graded**, aside from contributing to overall participation marks
- include a summary of your plan, and your insights on what you learned during the process (e.g. what was challenging, how you planned your strategy, what changed along the way)
- should take 10-15 minutes, plus 5 minutes for discussion
- can be used as an opportunity to make revisions to your document before submitting them for grading at the end of the day

These strategies are graded as follows:

- Strategy (10 points) assessed on:
  - Quality of writing (2)
  - Adherence to template (2)
  - Logic and flow (2)
  - Comprehensiveness (3)
- Annex (5 points) assessed on:
  - Quality of writing (1)
  - Adherence to template (1)
  - Logic and flow (1)
  - Comprehensiveness (2)

## Final paper (30%)

The final paper will be 3,000-4,000 words long, on any subject of your choosing that relates to Government of Canada communications.

The paper must follow APA guidelines: <https://apastyle.apa.org/style-grammar-guidelines/paper-format>  
Preferred font choices are 12-point Times New Roman or 11-point Calibri.

The paper will be evaluated out of 100, as follows:

	<b>Exemplary</b>	<b>Proficient</b>	<b>Developing</b>	<b>Poor</b>
<b>Integration of Knowledge (20%)</b>	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.
<b>Topic focus (15%)</b>	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement or research question.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The topic is too broad for the scope of this assignment.	The topic is not clearly defined.
<b>Depth of discussion (30%)</b>	In-depth discussion & elaboration in all sections of the paper. Theory and methodology are sound and contribute to the depth of the discussion.	In-depth discussion & elaboration in most sections of the paper. Theory and methodology are mostly sound and contribute to the discussion.	The writer has omitted pertinent content or content runs on excessively. Quotations from others outweigh the writer's own ideas excessively. Theory and methodology are mostly inadequate in soundness and depth.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections. Theory and methodology are not sound and do not contribute to the depth of discussion.
<b>Cohesiveness (15%)</b>	Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	Sometimes ties together information from all sources. Paper does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among	Does not tie together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate

	<b>Exemplary</b>	<b>Proficient</b>	<b>Developing</b>	<b>Poor</b>
	material obtained from all sources.		material obtained from all sources.	understanding any relationships
<b>Spelling and grammar (10%)</b>	No spelling, grammar or syntax errors.	Minimal spelling, grammar or syntax errors.	Noticeable spelling, grammar or syntax errors.	Unacceptable number of spelling, grammar or syntax errors.
<b>Sources and Citations (5%)</b>	Positions are supported with external literature/sources. Academic, grey popular literature used appropriately. Cites all data obtained from other sources. APA citation style is used in both text and bibliography.	Supports most positions with literature/sources. Generally, uses the right type of literature to advance their argument. Cites most data obtained from other sources. APA citation style is used in both text and bibliography.	Supports some positions with literature/ sources. Cites some data obtained from other sources. At times, sources are not appropriate for the argument made. Citation style is either inconsistent or incorrect.	Does not leverage literature or sources to support arguments. Does not use or cite sources.
<b>Formatting (5%)</b>	Follows required formatting. Paper is within the required 3,000-4,000 word range.	Mostly follows required formatting. Paper is within 250 words of the required range.	Sometimes follows required formatting. Paper is within 500 words of the required range.	Has not followed the required formatting. Paper is over 500 words out of the required range.

Adapted from Cornell: <https://www.cornellcollege.edu/library/faculty/focusing-on-assignments/tools-for-assessment/research-paper-rubric.shtml>

## **LATE ASSIGNMENT POLICY**

Extensions will not be granted for work, except in cases of documentable illness or family/personal emergency.

Late assignments will incur a penalty of 3 marks per day including holidays and weekend days. If the assignment is not submitted within one week of the due date, it will receive a grade of zero (except in cases of documentable illness or family/personal emergency).

Discussion questions received after the deadline are not evaluated.

## **PLAGIARISM**

The University Academic Integrity Policy defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions,

chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts 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 can include a final grade of "F" for the course.

## **INTELLECTUAL PROPERTY NOTICE**

All materials created by the instructor in this course are the intellectual property of the instructor unless otherwise stated. A student who publicly posts or sells an instructor's work, without the instructor's express consent, may be charged with misconduct under Carleton's Academic Integrity Policy and/or Code of Conduct, and may also face adverse legal consequences for infringement of intellectual property rights.

If you have questions about fair dealing and your other rights to use works for educational purposes, please contact [copyright@carleton.ca](mailto:copyright@carleton.ca).

## **STUDENT MENTAL HEALTH**

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

**Emergency Resources (on and off campus):** <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

### **Carleton Resources:**

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>

- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

#### **Off Campus Resources:**

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

#### **IX. Statement on Pandemic Measures**

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

**Feeling sick?** Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

**Masks:** Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

**Vaccines:** While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca).

#### **X. Requests for Academic Accommodations**

Please include the following text, provided by Equity and Inclusive Communities, on all course outlines, and read it at the beginning of your first few classes to remind students. For details, see Section 8 above, and the [Instructors' Guide to Academic Accommodation](#).

## ACADEMIC ACCOMMODATION

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 accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

**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 [click here](#).

**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](mailto: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).

### Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

### Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>