

Course Outline

COURSE: CRCJ 4001B—Restorative Justice

TERM: Fall 2022

PREREQUISITES: CRCJ 2100, fourth-year standing, and enrollment in a B.A. or Minor in Criminology and Criminal Justice

CLASS: Day & Thursdays 11:35 am—2:25 pm
Time:

INSTRUCTOR: Scott Mainprize
(CONTRACT)

CONTACT:
Office Hrs: By appointment
Telephone: 204-617-0770
Email: scottmainprize@email.carleton.ca

Link to Brightspace page: [Homepage - CRCJ4001B Restorative Justice \(SEM\) Fall 2022 \(carleton.ca\)](#)

Course Description

This course offers an exploration of the concept and practice of restorative justice. It explores the origins, development, values, and principles of restorative justice within the Canadian criminal justice system. It examines the role of key stakeholders such as victims, offenders, and the impacted community. The course highlights the program models and practices of restorative justice including mediation, with focus on their application in Canada. It also explores the challenges and limitations of restorative justice within the criminal justice system by considering approaches from around the globe.

Course Overview and Approach

This course is meant to be a first step into the restorative justice programs and processes that exist both within, and outside of, the criminal justice system. The approach is meant to be interactive, pushing you to engage with the material and think critically about the processes that exist; but, as importantly, to consider why *you* feel that way, looking at them from *your* vantage point. Both the reflective assessments, and interactive class approaches, are meant to mirror the interactive nature that serves as the core of all restorative programs.

Specifically, this course is meant to assist students to:

- Develop an understanding of restorative justice as it exists both within, and outside of, the criminal justice system.
- Develop critical thinking skills.
- Think about their own perspective and their implications (use of self).
Note: This is heavily a ‘use of self’ course. A major thematic goal is for students to critically explore **their own perceptions** on the issues and topics explored. As well as to develop an appreciation for how individual vantage points impact the criminal/restorative justice processes we will explore.
- Develop an understanding of criminal justice principles/processes.
- Develop an understanding of how restorative justice principles/processes differ from those of the colonial criminal justice system.
- Appreciate (some of) the Indigenous/Global roots that form restorative justice processes.
- Develop a beginning appreciation for the difference(s) between Indigenous and Colonial concepts of justice.

Course Goals and Learning Outcomes:

Unlike many aspects of criminology, restorative justice is centered around empowerment and healing.

By the end of this course, students should have a better sense of what this means in a tangible sense. More specifically, students should be able to:

- Feel more comfortable with some aspects of the Indigenous traditions that restorative justice has built from by way of the community engagement activity, on-line discussions, and class discussions.
- Have a sense of what goes into a restorative justice program by way of our simulated sentencing circle.
- Appreciate the importance of the *self* and impact of the *other* in such programs, through class dialogue, small group activities, and self-reflection.
- Develop self-confidence in their written and oral advocacy skills through the final paper, or presentation.

Texts and Required Readings:

There is no need to purchase a textbook, or course pack, for this course. All required readings will be provided by the instructor either electronically or in hard copy. Readings will come in a wide variety of forms including legal decisions, scholarly articles, Indigenous stories and on-line documents and videos. The purpose of this is to expose students to the wide variety of information that is conveyed in many formats. **Note that many sources of Indigenous knowledge that have contributed to restorative justice processes are orally conveyed.**

Because many of the readings will require you to be reflective in ways not ordinarily expected within the study of criminology, I have assigned a lower page count for most classes than what I believe you are accustomed to. It is strongly encouraged that you take this extra time to think

critically not only about the readings themselves; but also, about your reactions to them. Why is it that *you* react the way you do to each of the readings? This approach is perhaps the most valuable thing you can take from a class such as this, and it is a critical aspect of restorative justice programs both within, and outside of, the criminal justice system.

Do not think that the total page count for any given day being low means that there is little work to do. I will expect you to enter class having taken time to reflect on some of the materials that impacted you, as well as on how, and why, you think they did so. We will start many of our classes in small group discussions, exploring the readings.

Power-point slides and additional complimentary readings (not required) will be posted on Brightspace prior to class. Students are not required to have read them but are encouraged to access them in the manner that best supports your learning, as each class will include interactive activities and discussions.

Important Dates Related to Our Assignments (Note: these dates are reflected below in the Evaluation section)

Letter to Self Activity

Thursday, September 8th: Part 1 of the Letter to Self Assignment will be completed in class. If you join the class after this date, please notify the instructor at your first class and we will ensure you have time to complete this during your first class.

Thursday, December 1st. Part 2 of the Letter to Self Assignment will be completed in class.

Community Engagement Assignment

Thursday, October 13th: Your reflective paper is due to be submitted through Brightspace before the beginning of class.

On-line Discussion Contributions

Thursday, December 8th. This is the last date to contribute to the online discussion forum.

Discussions posted by midnight on this date will be considered for grades.

Term Paper or Presentation (Note: you will choose to complete the paper or the presentation)

Both

Thursday, September 29th. Students will be expected to notify the instructor whether they are moving forward with the term paper or the presentation, and what their group and topic is should they be completing the presentation. This will allow the presentation schedule to be developed in advance and ensures multiple presentations are not covering the same topic. Note: You will be able to change your mind as to whether you ultimately complete the term paper or presentation; however, the options for presentation topics may be more limited. This early date is used to motivate us all to be considering the assignments toward the end of the course at an early stage.

Term Paper

Thursday, October 20th. (Optional). If you choose to submit a draft of your paper, the final date to submit the draft is this date, on Brightspace by the beginning of class (11:35 am).

There are no grades for the draft itself. This is simply an option for those who wish to get feedback on their paper before it is formally submitted.

Thursday, November 24th. For those choosing the term paper option, your paper is due through Brightspace by the beginning of class (11:35 am)

Presentation

Thursday, November 24th. For those choosing the presentation option, you must be prepared to deliver your presentation on this date. Depending on the number of presentations, they will be spread out over our classes on November 24th and December 1st. A specific schedule will be made available well in advance so presenters can plan accordingly.

Sentencing Circle Activity and Reflection

Thursday, October 20th. The pre-circle component of this assignment will take place during class on October 20th.

Thursday, November 3rd. The formal sentencing circle component of this assignment will take place during class on November 3rd.

Thursday, November 10th. The post-circle component of this assignment will take place during class on November 10th.

Thursday, December 1st. The reflective assignment for this assignment is due, submitted through Brightspace by the beginning of class on December 1st (11:35 am).

Evaluation

Assessment	Weighting	Due Date
Sentencing Circle/Reflection	30%	Classes 7-9 and 12 (Oct 20, Nov 3 & 10, Dec 1 st)
Term Paper or Presentation	35%	Class 11(Nov 24 th)
Participation	25%	Throughout term (assignment) Class 6
Letter to Self	10%	Class 1 and Class 10 (Sent 8 th & Dec 1 st)
Total	100%	

Learning Activities and Assignments in Greater Detail

1. Participation—on-going (25%)

A. On-line discussions (10%). Each week, different topic(s), article(s) or discussion points, will be posted to Brightspace by the instructor. If students have topics, articles, or discussion threads to contribute, they are highly encouraged to forward these to the instructor.

- Purpose:
 - To expose students to issues regarding restorative justice, especially those related to Indigenous culture; and,
 - To allow students to explore ideas in a collaborative way.
- Grading:
 - Grading for this assignment is based on participation. At least ten topics will be posted by the instructor. Any meaningful contribution to a thread will be awarded a one percent value. If a student responds to ten threads they receive the full ten percent; eight responses would result in eight percent.

B. Community Engagement Assignment

Attendance at an Indigenous event, organization, or other restorative justice program (15%)—Assignment includes a 2-page reflection and is due by the sixth class of the term (Oct 13th) unless pre-arranged with instructor.

Students are required to attend an event in the community that is tied to Indigenous culture or restorative justice in a larger sense. This could be an event related to The National Day of Truth and Reconciliation (September 30th), or other individual event; it could be attendance at an Indigenous Cultural Organization. If students are having difficulty finding an appropriate event, they should speak with the instructor early in the course to explore options.

- Purpose:
 - To expose students to the traditional territories of the Indigenous communities on this part of Turtle Island. Also, to have a real-world connection to the communities whose orientations have shaped restorative justice initiatives both within, and outside of, the justice system.

2. Term Paper OR Presentation (35%)

- Topic proposal/choice of assignment option—week 4 (Sept 29th)
- Draft (Optional)—week 7 (Oct 20th)
- Final—week 11 (Nov 24th)

Students are expected to take one of the topics discussed in the first seven classes (or another topic related to restorative justice of their choosing) of the course and further explore the idea. This should result in **one** of the following:

- a two-thousand-word (8-10 page) individually written paper;
- a 10-minute individual presentation; or,
- a longer group presentation on the topic area. Groups may be up to four people and the length of the presentation will be determined with the instructor depending on the number in the group after groups are confirmed on September 29th.

Students are required to consult at least five sources (a combination of primary and secondary sources), regardless of whether they are completing the paper or presentation.

- Purpose:
 - To encourage students to develop a deeper, more critical, understanding of one area within restorative justice either within, or outside of, the criminal justice system.
 - To further develop critical thinking and argumentative skills.
 - To allow students the choice on further developing their public speaking, or written, advocacy skills.

Note: students pursuing the term paper option are encouraged to provide a draft of the paper **by week seven** for the instructor to review. This is entirely optional and does not directly impact the grade of the assignment.

3. Sentencing Circle Activity and Reflection Paper (30%)

- Attendance/participation in weeks 7-9 of class are mandatory for this assignment.
- Students will participate in all aspects of a simulated sentencing circle (including the pre- and post- circle elements).
- Students will be expected to produce a reflective paper discussing different aspects of the activity and its impact on them personally. There is no research required for this assignment. The anticipated minimum length will be four pages double-spaced. However, it is hoped students will have more to comment on (a rubric will be provided for suggested points to address).
- Submission of this assignment can be made in either week 10 or 11 of class.
- Purpose
 - For students to go through a simulated restorative justice program from beginning-to-end.
 - For students to appreciate the importance of the *self* and *other* relationship prioritized in programs which prioritize healing, sharing, and understanding by involving all impacted parties.

4. Letter-to-Self Activity (10 %)

This activity will take place during the first, and final, classes of the term. If a student joins the class after the first week of classes, the assignment will take place in their first class, as well as the tenth class of the term.

- Purpose:
 - For students to see how their understanding of restorative justice evolves over the term.

Weekly Class Break-Down

Note: Additional readings may be added. If this is the case, they will be provided with at least one-week advanced notice. Many weeks will incorporate small-group activities to begin the class. This is meant to help us all develop comfort unpacking different kinds of texts, as well as to gain confidence in small group discussions leading up to the multi-class sentencing circle exercise later in the term.

Week 1 -Thursday September 8th, 2022

Topic: An Introduction to Land Acknowledgments, Reconciliation, and Restorative Justice What is Restorative Justice? Why is it important? How has it “evolved”?

- Readings
 - No readings for first class. Please review the syllabus.
- Learning Goals
 - Review syllabus
 - Use of Self Exercise A (letter to self)
 - General introduction—What is restorative justice and what will we cover in this course
 - Land Acknowledgments—What are their purposes? How are they misinterpreted/used? What they can teach us about where we are at in our personal journeys of reconciliation.

Week 2 -Thursday September 15th, 2022

Topic: Part One: Restorative Justice in the Youth Criminal Justice System *and* in Schools; Part Two: Essay Writing

- Readings
 - Youth Criminal Justice Act (preamble; section 1; section 2; section 29)--
<http://www.laws-lois.justice.gc.ca/eng/acts/Y-1.5/index.html>
 - Instructor’s essay (PDF to be provided on Brightspace)
 - To review the development in Youth Justice; and,
 - To review essay writing
- Learning Goals
 - Discuss pre-sentence youth diversion
 - Discuss post-sentence youth diversion
 - Discuss the role of restorative justice in the evolution of youth treatment in the criminal justice system in Canada
 - Discuss techniques and issues with writing in general and as they will apply to the term paper

Week 3 -Thursday September 22nd, 2022

Topic: Part One: Restorative Justice in Adult Criminal Justice System

Part Two: How to Really Read Caselaw

- Readings
 - Criminal Code of Canada Sections 515 and 718-- <http://laws-lois.justice.gc.ca/eng/acts/C-46/>
 - *R v Gladue*—**summary only** (this will also be made available separately on Brightspace)
 - (the full case is available here: <https://scc-csc.lexum.com/scc-csc/scc-csc/en/item/1695/index.do>)
 - *R v Ipilee*—**summary only** (this will also be made available separately on Brightspace)
 - (the full case is available here: <https://scc-csc.lexum.com/scc-csc/scc-csc/en/item/8000/index.do>)
- Learning Goals
 - Discuss the pros and cons of Victim-Offender Reconciliation programs
 - Discuss the benefits of Diversion Programs
 - Discuss the shift that occurs when control is moved from system to affected individuals (Panopticon)
 - Conversation on really *reading* legal writing and jargon

Week 4 -Thursday September 29th, 2022

Topic: A History Class on the Indigenous-colonial relationship

Note: This class will be used to explore the importance of the National Day of Truth and Reconciliation

- **must let instructor know the option/topic for your term paper/presentation by this date**
- Readings
 - No required readings for this class
 - Supplemental readings and resources related to Orange Shirt Day, the National Day of Truth and Reconciliation, and the Indigenous-colonial relationship will be available on Brightspace
- Learning Goals
 - To explore the historical dynamics that have led to, and underscore, today's realities both within, and outside of, the criminal justice system

Week 5 -Thursday October 6th, 2022

Topic: Part One: Restorative Justice in a Global Context (the full spectrum: some examples of hope and healing and others which are not effective or existence)

- Readings
 - Shifting Spaces of Justice and the Poetics of Be-longing (PDF to be provided) Mennonite Community in Kitchener-- <http://restorativejustice.org/restorative-justice/about-restorative-justice/tutorial-intro-to-restorative-justice/lesson-3-programs/victim-offender-mediation/#sthash.jDbj91GK.dpbs>;
- Learning Goals
 - Discuss the truly global nature of Restorative Justice and the different ways this is interpreted around the world (a snap-shot)

Topic: Part Two: Restorative Justice Roots in Indigenous Communities, Indigenous Courts, and Gladue Courts

- Readings
 - The Effects of Restorative Justice Programming-- http://www.justice.gc.ca/eng/rp-pr/csj-sjc/jsp-sjp/rr00_16/p1.html
 - http://scow-archive.libraries.coop/library/documents/Aboriginal_Courts.pdf
 - Supplemental readings and video resources will be available on Brightspace
- Learning Goals
 - Discuss Restorative Justice's Roots in Indigenous Culture(s)
 - Discuss Indigenous Courts/Gladue Courts
 - Introduction to Sentencing Circles

Week 6 -Thursday October 13th, 2022

Topic: Indigenous Constitutionality

- **Due Date: Community Engagement attendance reflective paper due**
- Readings
 - Excerpts from *Canada's Indigenous Constitution* (PDF to be available on Brightspace)
 - Instructor's essay (PDF to be available on Brightspace)
 - 4 Anishinabek stories (PDFs to be available on Brightspace)
- Learning Goals
 - Introduction to Indigenous Constitutionality
 - The principle of the Connection of all living things
 - The idea of each of us containing a "gift" that heals the universe

Week 7 -Thursday October 20th, 2022

Topic: Sentencing Circle Week One—The PRE-Circle

- Readings
 - Sentencing Circles article (PDF to be provided)

- *Criteria for Permitting a Sentencing Circle--*
https://en.wikibooks.org/wiki/Canadian_Criminal_Sentencing/Procedure/Sentencing_Circles
- *Circle Sentencing: Part of the Restorative Justice Continuum --*
<https://www.iirp.edu/eforum-archive/4250-circle-sentencing-part-of-the-restorative-justice-continuum>
- Learning Goals
 - Discuss the different stages of a sentencing circle
 - Provide class with character-sketches
 - Allow time to brainstorm ideas for fleshing-out characters

Week 8 -Thursday November 3rd, 2022

Topic: Sentencing Circle Week Two—The Circle

- Readings
 - There are no required readings for this lesson. Students will have been provided with a character synopsis and will be asked to expand on the character’s back-story so they can participate fully in the Circle Activity comprising this lesson.
 - Supplemental materials including research articles and videos providing further context of the sentencing circle process will be available on Brightspace; however, these are not required readings.
- Learning Goals
 - There is no formal “lecture” this lesson. This session will be comprised of a simulated circle and debrief from the activity.

Week 9 -Thursday November 10th, 2022

Topic: Sentencing Circle Week Three—Post Circle

- Readings
 - No readings are required for this lesson. Instead, this time should be used to reflect on the unique experience your character had during the sentencing circle activity in our previous class.
 - Supplemental materials regarding this portion of the sentencing circle process will be accessible on Brightspace.
- Learning Goals
 - Part of the lesson will be devoted to reflecting on students’ own experience with the circle activity from the week before.

- Time will be given for students to exchange/peer-edit both their report from the **Sentencing Circle Activity** and their **term papers** if they so desire.

Week 10 -Thursday November 17th, 2022

Topic: What careers are there involving Restorative Justice?

- **Due Date: In-class Letter-To-Self Part 2**
- Presentations may be booked during this class
- Readings
 - Examples of cover letters, resumes and frequently asked interview questions will be available on Brightspace.
 - Supplemental materials including a list of useful search engines and resources for job searches and best practices for applications and interviewing will be provided to students prior to the class.
- Learning Goals
 - Discussion on career opportunities in Restorative Justice with a Criminology Degree.
 - Anticipated guest speaker(s) to contribute insights on this from a local community perspective.
 - Discussions on how to market one's self, and best practices for contacting potential employers while creating a professional, on-line, presence will be discussed.

Week 11 -Thursday November 24th, 2022

Topic: Presentations

- **Due Date: Deadline to submit Term Paper (if this option used)**
- This week is currently scheduled for presentations by students choosing this assessment option. Depending on the number of presentations scheduled, a lecture may also be provided by the instructor.
- Readings
 - No required readings for this class.
 - Supplemental materials will be made available on Brightspace.

Week 12 -Thursday December 1st, 2022

Topic: Presentations

- This week is currently scheduled for presentations by students choosing this assessment option. Depending on the number of presentations scheduled, a lecture may also be provided by the instructor.
- Readings
 - No required readings for this class.
 - Supplemental materials will be made available on Brightspace.

Week 13 -Thursday December 8th, 2022

Topic: Course Feast

- **Deadline to submit Sentencing Circle Reflective Papers**
- **Final day to contribute to on-line discussion for consideration of grading**
- Readings
 - Excerpt from *Canada's Indigenous Constitution* (PDF to be available on Brightspace)
 - *Beaver Gives a Feast* (PDF to be available on Brightspace)
- Learning Goals
 - Discuss the value of the Feast/Bahlats in restorative justice and Indigenous Cultures
- Interactive Discussion
 - Everyone brings something to provide to the feast (or I provide for people who cannot)
 - We openly share about how the class has affected us (positively, negatively) and our goals for the immediate/long-term future

University and Course Policies

POLICY ON LATE SUBMISSION OF WORK

Students who fail to submit assignments by the deadline will lose 10% each day from the grade they would otherwise have received unless an extension has been pre-arranged with the instructor. Extensions will only be given in exceptional circumstances. If exceptional circumstances arise, and you know you are going to be late, explain the situation to me as quickly as possible, and in any event before your deadline.

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

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy 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 copyright holder(s).

STATEMENT ON 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>

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.

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 PARTICULAR NEEDS

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).

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>

Appendix—Marking Rubrics*(rubrics may change slightly prior to submissions)

1. Marking Rubric for Term Paper

CRITERIA	SUB-CRITERIA	M A R K
CONTENT (60%)	Insightful choice of topic of restorative justice project (2)	
	Incorporates objective observations and academic critique of the topic (10)	
	Adequately addresses and describes the laws and policies in place governing this area of restorative justice. This may include customary laws of an Indigenous, or other, group of people. (20)	
	Adequately addresses the writer’s own reactions, thoughts and concerns for this topic (use of self/self-reflection) (20)	
	Statements are supported with appropriate references (8)	
ORGANIZATION (25%)	Structure of paper is sound, including clear introduction, literature review, discussion and conclusions, with ideas clearly explained and connected (5)	
	Essential elements of topic have been introduced, discussed and understood (5)	
	Structure within sections is well-organized into paragraphs and sub-headings (5)	
	Writing is clear and specific with ideas having a clear and logical relationship with thesis and one another (5)	
	Research sources are properly integrated in the text and authors acknowledged appropriately (5)	
GRAMMAR, STYLE & FORMATTING (15%)	No grammatical problems (spelling, apostrophe use, capitalization, punctuation, sentence structure) (5)	
	No stylistic problems, precise diction (good word choice), clear syntax (arrangement of words), development of ideas with specific details, use of formal style (no contractions or colloquial language) (5)	
	Presentation of information (clarity, unique methods (tables, illustrations, etc.) (2)	
	General formatting follows required style (margins, spacing, page numbering, indentation—paragraphs, quotations—headings, capitalization, figures, tables) (2)	
	Sources properly footnoted and formatted (1)	
Deadline met (marks deducted for lateness)		

2. Marking Rubric for Presentation

PRESENTATION EVALUATION

DATE:

COURSE: CC 211 BR Restorative Justice

PRESENTER:

TOPIC:

EVALUATION THEME	COMMENTS	MARK	INDIVIDUAL PERFORMANCE (30%)
CONTENT (30) ✓Thorough coverage ✓Appropriate sources ✓Adequate understanding ✓Factually correct ✓Effective use of visuals to convey content (where applicable)			DELIVERY ✓Maintained eye contact with audience ✓Comfortable & poised ✓Conveyed interest in topic ✓Good pacing ✓Worked well with visuals (where applicable)
ORGANIZATION (20) ✓Speakers introduced ✓Topic introduced and structure of presentation described ✓Well-organized, followed introduction ✓Presentation was clear ✓Conclusion was effective	-		
GROUP PERFORMANCE (20) ✓Fair & clear division of responsibility ✓Smooth transition between speakers ✓Good timing ✓Effective facilitation of class discussion ✓Creative techniques to grab audience attention ✓Effective facilitation of class discussion			
	GROUP TOTAL		
TOTAL:			

3. Marking Rubric for Sentencing Circle Assignment

Sentencing Circle (15)	Comments	Mark
Attendance in all three classes comprising pre-, circle, post- (9)		
Active engagement as a member of the sentencing circle (6)		

Sentencing Circle Report (15)	Sub-criteria	Mark
Form and Structure	<ul style="list-style-type: none"> -Adequate length of four pages double-spaced (1) -Proper use of grammar (3) 	
Content	<p>Reflection includes the following:</p> <ul style="list-style-type: none"> -Reactions to the sentencing circle process, as a whole (2) -Reaction to each of the pre-circle, circle, and post-circle sections independently (3) -Reaction to the character you have taken on for this assignment and how the circle impact them/you (3) -Personal critique of how this process could be superior and/or inferior to criminal justice/court models (3) 	

4. Marking Rubric for Community Engagement Assignment

Students are required to produce a two-page, double spaced, reflective report on the event/organization they have attended.

Heading	Value	Mark
Description of the Event	(1)	
Your Initial Reactions to the event/organization as a whole	(2)	
Things that surprised you about the event/organization	(2)	
Questions you asked (and received answers to) and/or questions you wished you had asked	(3)	
Any thoughts you have regarding the experience	(3)	
Overall quality of writing and grammar	(4)	
Total	(15)	