

Fall/Winter 2019-20
Department of English

**FYSM 1004E: LITERATURE, GENRE, CONTEXT:
A Writing-Attentive Seminar Focused on Climate Change and the Humanities**

This seminar precludes additional credit for
ENGL 1000, ENGL 1100, ENGL 1200, ENGL 1300, ENGL 1400, ENGL 1600. DO NOT register in any of the
listed preclusions.

Time: Fridays 2:35-5:25

Location: TBD

Instructor: Professor Barbara Leckie

e-mail: barbaraleckie@icloud.com

Office: 1821 Dunton Tower

Office hours: Fridays 1:30-2:30 or by appointment

Climate change is an interdisciplinary topic, drawing on a range of approaches and knowledge formations, and I could not have put this syllabus together without the help of many colleagues. I am especially indebted to Stephen Siperstein and Anna Henschman (and her team of interdisciplinary scholars) for providing access to both their syllabi and a diverse range of resources, ideas, and suggestions.

* * *

I don't know exactly if or how we'll get to where we need to go, but I know that we must set out better options with all the passion, power, and intelligence we have.

~Rebecca Solnit

In this course we will focus on the ways in which climate change has been represented in a range of media from literature, essays, and visual art to architecture and film. We will consider the role of storytelling and what many call “geostories” in the context of the Anthropocene (defined as the human impact on the environment but more accurately understood as the impact of economically privileged humans on the environment). To do so we will focus on the keywords noted in the syllabus (nature, culture, city, care, anger, hope, dreams, walking, energy, etc). We will be especially attentive to *how* climate change is represented. We will consider who has the means to represent climate change and through what media; what relations/topics are emphasized and what relations/topics are downplayed or ignored; what images are used and to what effect; what emotions are represented and to what effect; what language is used and why it is important; what structures and forms are adopted and how we can learn to read and understand them, and so on. Overall, we will discuss the link

between reading, seeing, knowing, and acting and ask what role the humanities can play in our response to climate change today.

* * *

The seminar will adhere to the following aims and principles common to other writing-attentive seminars taught within the Department of English and Literature:

- 1) Students will spend a significant amount of class time learning and improving university-level forms of thinking and writing (particularly essay-writing skills) that will concentrate on the following:
 - establishment and refinement of literary-critical skills through close analysis of texts from a variety of genres
 - generation and proof of an argument (thesis) across an essay
 - establishment and refinement of sophisticated ideas and opinions using proper, correct and effective academic English style
 - use and citation of primary literary texts in appropriate and convincing ways
 - development of fluency in and facility with genre-specific literary terminology
 - introduction to the fundamentals of secondary research (including critical evaluation, use, and citation of academic sources)
- 2) Students will complete a minimum of two graded writing assignments per term, in which they will be expected to demonstrate the above skills
- 3) Students will write at least one formally scheduled examination

Specifically for our course:

- 1) This course will focus on slow attentive reading. You will, therefore, need to bring your book or reading to class. Failure to do so will result in being marked “absent” for class even if you’re there.
- 2) This course will also encourage engaged conversation, discussion, and debate.
- 3) To facilitate both of these goals this course will be device-free. If you need a computer or other device in our class please discuss with me first. There will be a few occasions where we will consult our devices together but I will let you know about these days beforehand.

Reading/Viewing:

(Texts Available at [Octopus Books](#) [116 Third Avenue, the Glebe, 613-233-2589] in the Glebe or on CuLearn)

Novels & Graphic Novels: Mary Shelley, *Frankenstein* (1818)
Ben Lerner, *10:04* (2014)
Hugh Goldrin and Nicole Burton (ed. Patrick McCurdy), *The Beast* (2018)

Poetry & Memoir: Layli Long Soldier, *Whereas* (2017)
 Eli Clare, *Brilliant Imperfection: Grappling with Cure* (2017)

Visual Art Exhibits
 & Film/Video: Edward Burtensky et al.'s Anthropocene Exhibit at the National Gallery (until 24 Feb 2019; Thursday evenings are free of charge)
 Christi Belcourt at the Carleton University Art Gallery (21 Jan – 28 April 2019)
 Pierre Huyghe, "Untilled" (2011-12) (view online)
 Hannah Gadsby, "Nanette" (shown in class)
 Richard Mosse, *Incoming* (2017)

Essays & Excerpts: Jennifer Baichwal, "Our Embedded Signal"
 Denis Diderot, "D'Alembert's Dream" (1769)
 Dorothea von Hantelmann, "Bees, Exhibitions, and the Anthropocene"
 Sophie Hackett, "Far and Near: New Views of the Anthropocene"
 Yuval Harari, "Why Technology Favors Tyranny" (2018)
 Elizabeth Kohlbert's "What is Donald Trump's Response to the U.N.'s Dire Climate Report?"
 David Orr, "What is Education For?"
 John McPhee, "Draft No. 4"
 Jenny Price, "Thirteen Ways of Seeing Nature in L.A.: Part 1" (2006)
 Rebecca Solnit, "Don't Despair" (2018) and "In the Day of the Postman" (2006)
 Raymond Williams, "Ideas of Nature" and "Nature"
 Andrea Wulf, *The Invention of Nature: Alexander Humboldt's New World*

Course Requirements:

First Semester

6 Short Response Paragraphs (see below for details)	10%
Local Observation Piece (see description below)	10%
1 Annotated Climate Change & Humanities Piece of your choice (due 8 Nov)	10%
1 Close Reading (due 22 Nov)	10%
1 Creative Protest Piece (due any time before the end of the semester)	10%
1 Final Essay (1,000 words) (due last day of classes, 6 Dec)	5% + 20% = 25%
(Please note that there are stages for this assignment with two earlier assignments worth 5% together due on 15 and 29 Nov respectively.)	
1 Final Exam	20%
Participation (see below for details)	5%

Attend at least two Carleton events (You cannot pass the course without fulfilling this requirement; please send me an email after you have attended an event noting

its date and the event. No additional commentary is necessary. ungraded

Second Semester

6 Short Response Paragraphs	10%
Mobile Observation Piece	10%
1 Creative Protest Piece (due any time before the end of the semester)	10%
1 Close Reading (due 17 January)	10%
1 Annotated Climate Change & Humanities Piece of your choice (28 Feb)	10%
1 Final Essay (1,500-2,000 words) (due last day of classes, 3 April)	5% + 20% = 25%
(Please note that there are stages for this assignment with two earlier assignments worth 5% together due on 6 and 20 March respectively.)	
1 Final Exam	20%
Participation (see below for details)	5%

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.

Attend at least two Carleton events (You cannot pass the course without fulfilling this requirement; please send me an email after you have attended an event noting its date and the event. No additional commentary is necessary. ungraded

Commentaries: Students are required to submit at least SIX commentaries on individual Works or issues studied each semester (at least **four** of these commentaries must deal with specific texts studied in the course; the other **two** can be on a topic of your choice related to the course (the discussions we have in class, the texts, something outside of class that relates etc). These commentaries should be no more than a paragraph and they must be handed in at least two hours BEFORE the class dealing with the work discussed. (You can email your commentaries to me at barbaraleckie@icloud.com). **Failure to hand in the minimum of six commentaries will result in 0% for this requirement.**) Students are welcome to write as many commentaries as they like. I will use the top six.

Local Observation Piece (First Semester): Find one outdoor or indoor place on or off the Carleton campus that is not more than 3 feet by 3 feet and observe it. Be sure to select a place that you can return to all semester. You are required to write **TEN short** (two sentences to ten sentences) weekly observations of this space (ideally on Fridays before class but you can choose what best accommodates your schedule). Please note the date on each entry and please submit on that day. Try to address everything you can about your selected place: you can start with the senses (touch, taste, smell, look, sound) but also consider connections with surrounding areas. Is this space isolated from its surroundings or connected in some way? When you answer this question, however, be sure to stay within your space's boundaries (you might think, for example, about where the concrete [or whatever is in your space—grass, bricks, glass, dirt etc] that makes up your space comes from; or you might think about where the plastic bag that blows into your space one day comes from, etc.). You can choose any form of media (camera, drawing, sound, video etc) you like to make your records but always include at least two sentences describing your media of choice if it's not language. You might also want to mix it up and use a range of media over the course of the semester. Ask: what is the history of this space?

Where did it come from? Trace paths and connections. Consider changes over time. What stays the same in your space and what changes? Do you change as you observe it? Do you see or sense things that you didn't in your early observations? Or do you get bored with it? Either/or is okay but just be sure to observe and describe your experience. Be creative.

Mobile Observation Piece (Second Semester): This assignment is similar to the local observation piece but it will address a larger space. Find any space that takes about 5 – 10 minutes to walk (ideally neither more nor less than that time) and apply the same observation principles to it as outlined in the exercise above. In this exercise, however, consider also how your mobility makes a difference. Look up, down, and all around as you walk. Again, you are required to write **TEN short** (two to ten sentences) weekly observations of this space (ideally on Fridays before class but you can choose what best accommodates your schedule). Please note the date on each entry and please submit on that day.

Creative Protest or Argument or Art/Music/Film etc Piece: Think about a way to argue for climate change action that, to the best of your knowledge, has not yet been considered or has not been adequately considered.

Participation: The participation mark is based on your work group discussion and your participation in class. **Note: to participate you have to be in class.** Work Groups will be groups composed of about three to four students. These groups will be expected to lead class discussion for half an hour on an assigned day. Group members should meet at least once before that day to think of provocative and interesting questions to ask the class, to organize ideas that they want to communicate to the class, and to devise strategies to capture the class's attention. It is not necessary to discuss the book assigned for that day, but it is necessary to stick to the discussion topic (it will be a keyword of the group's selection). It is also not necessary that every group member speaks, but it is necessary that the group works together to plan the discussion. You will be graded as a group for this assignment.)

Essays: As noted on the syllabus, each semester you are required to submit an essay proposal or idea (roughly 100 words) and an essay thesis statement and outline (roughly 200-300 words) before the essay is due (see dates above for each semester). The essay proposal or idea should outline your topic and explain why you think it is a relevant and interesting topic. It can also be an opportunity for you to ask questions and/or float more than one possible topic. I will reply to these proposals or ideas within two days. The following week I'd like to you to focus your ideas into a thesis statement and essay outline. We will discuss what makes a good thesis statement and a strong essay in class.

Information on the other assignments will be explained in class.

* * *

Class Schedule / Fall Semester

6 September There will be NO CLASS today. Our class will begin the following week on 13 Sept.

12 September If possible, please try to attend the Carleton Climate Commons “Climate Café” entitled “Climate Tactics: Approaches to Climate Change Action in Ottawa” at 7:00pm. Details to follow.

13 September Introduction to the Course

Discussion: 1) the role of education (and especially a humanities education) in climate change thinking; 2) the pros and cons and connections between different ways to address climate change

Orr, “What is Education For?”

Drawdown website

Individual, Collective, and Systemic Action on Climate Change

- Recycling, Repurposing, Composting, Food choices, Restricting Household Energy Consumption, etc
- Signing Petitions, Attending Climate Strikes, Writing Letters or Essays for Public Forums, etc
- Systemic Governmental Change at the national level: what might this look like? Systemic Change at the Global Level: what might this look like?

Optional Reading:

<https://www.sunrisemovement.org/climate-debate>

“Meet the Teenagers Leading a Climate Change Movement,” New York Times

“The Green Generation,” by Adrienne Maree Brown

“Teens are Suing the U.S. Government Over Climate Change” by Rosalie Chan

“Challenging Habits and Empowering Youth” by Julia Bentz

“Reducing Your Carbon Footprint Still Matters” by Hackel and Sparkman

The Leap Manifesto, by Naomi Klein et al.

IPCC: Why It Matters that We Aim for 1.5° C (*October 2018*) (see the many links at the end of this syllabus to this topic)

Assignment: Begin Weekly Local Observation Piece (ie. look for a place)

20 September Guest Lecture by PhD student

Meet Two First-Year Students from Last Year

Assignment: Submit first Weekly Local Observation Piece

27 September On Protest / On Walking / On Migration

[Earth Strike \(If possible, please try to attend the Earth Strike\)](#)

Mayhew, *London Labour and the London Poor* (selections)

Thoreau, (selections)

Mosse, *Incoming*

Berger, *How Does the Impulse to Draw Something Begin?* (pp. 79-80)

Jeff Goodell, "Welcome to the Age of Climate Migration." 2018 *Rolling Stone* article, "[Welcome to the Age of Climate Migration](https://www.rollingstone.com/politics/politics-news/welcome-to-the-age-of-climate-migration-202221/)" (<https://www.rollingstone.com/politics/politics-news/welcome-to-the-age-of-climate-migration-202221/>)

Keywords: Migration / Walking / Marching / Noticing / Protest

3 October

If possible, please try to attend the "Future Cities Climate Café." Details to follow

4 October

On Storytelling / On Words

Gadsby, *Nanette* (shown in class)

Greta Thunberg (shown in class)

Solnit, "Don't Despair"

The Climate Stories Project (explore this website)

<http://www.climatestoriesproject.org/>

Robert McFarlane, *Landmarks* (excerpt)

Discussion: 1) the Climate Strike; 2) Future Cities Climate Café; 3) the role of stories and affect/emotion in climate change thinking

Keywords: Climate Change / Global Warming / Education / Stories & Geostories / Laughter, Anger, & Despair

11 October

On "Nature" & "Culture" / On Carbon (1)

Williams, "Ideas of Nature" (long version) and/or "Nature" (short version)

Kolbert, "What is Donald Trump's Response to the U.N.'s Dire Climate Report?"

Wulf, *The Invention of Nature* (pp. 1-9)

Tsing, *The Mushroom at the End of the World* (read any 6 pages of this book; if in doubt, read "Arts of Noticing")

Price, "Thirteen Ways of Seeing Nature in L.A.: Part 1"

Primo Levi "Carbon" from *The Periodic Table* (pp. 224-31)

Keywords: Nature / Culture / Country / City / Knots / Hope

Optional Reading: A Commentary on "Knots" by Lebbeus Woods

<https://lebbeuswoods.wordpress.com/2010/10/12/knots-the-architecture-of-problems/> (if you watch this, substitute slums for climate change as you read while remembering that the two are also related)

Hamblin, James. October 2015. The Nature Cure. Why some doctors are writing prescriptions for time outdoors. *The Atlantic*.

<http://www.theatlantic.com/magazine/archive/2015/10/the-nature-cure/403210/>

<https://insideclimatenews.org/news/20140213/climate-change-science-carbon-budget-nature-global-warming-2-degrees-bill-mckibben-fossil-fuels-keystone-xl-oil>

- 18 October Goldrin, Burton, and McCurdy, *The Beast*
Guest Prof: Brenda Carr-Vellino
- 25 October Fall Break
- 31 October **Frankenstein Opera (Dominion/Chalmers)**
There is a reduced student price for tickets of \$30. Please let me know if you're interested in attending.
- 1 November **READING WEEK**
This week there is a *Frankenstein* Conference sponsored by Carleton: *The Gothic, the Abject and the Supernatural: 200 Years of Mary Shelley's Frankenstein* (Dominion/Chalmers). If you're around you may want to attend. I'll be giving a paper on *Frankenstein* and climate change. For more details see: <https://carleton.ca/ssac/frankenstein/>.
- 8 November On Novels / On Technology

Shelley, *Frankenstein*

Keywords: Monster / Letters / Fire / Energy / Music

Assignment: Submit a reading, novel, poem, work of visual art or architecture, film, video, advertisement or other cultural piece in some way related to climate change. Include a one-paragraph commentary on why you selected your piece. I will post these so that all students will be able to read them
- 15 November On Technologies of Communication

Harari, "Why Technology Favors Tyranny"
Solnit, "In the Day of the Postman"
Jonathan Crary, *24/7* (excerpts)
McPhee, "Draft No. 4"

Keywords: Connection / Care / Technology / Email, Texting, Twitter

Assignment: Essay Proposal or Idea Due
- 22 November On Indigeneity

Layli Long Soldier, *Whereas* (selected)
Warren Cariou, "Aboriginal"
Nick Estes, "Our History is our Future" (on Standing Rock)

Keywords: Grass / Wind / Whereas / Time

Assignment: Submit Language/Form/Structure Attentive Commentary (aka Close Reading)

29 November

[On Food \(Debate One\) / On Packaging \(of food, books, ourselves\)](#)

Readings TBD (some possibilities are below)

<https://www.drawdown.org/solutions-summary-by-rank>

<https://solutions.thischangepseverything.org/module/usufruct>

https://www.theguardian.com/environment/2019/jan/16/new-plant-focused-diet-would-transform-planets-future-say-scientists?utm_term=RWRpdG9yaWFsX0dyZWVuTGlnaHQMTkwMTE4&utm_source=esp&utm_medium=Email&utm_campaign=GreenLight&CMP=greenlight_email

Michael Pollan, from *Omnivore's Dilemma* "The Feedlot: Making Meat (54,000 kernels)" pp. 64-84.

Stephanie LeMenager, "On Books"

Optional Reading:

Elizabeth Bent, "The Ground Exhales: Reducing Agriculture's Greenhouse Gas Emissions," <http://theconversation.com/the-ground-exhales-reducing-agricultures-greenhouse-gas-emissions-40795>.

M. Berners-Lee, C. Hoolhan, H. Cammack, and C. N. Hewitt, "The Relative Greenhouse Gas Impacts of Realistic Dietary Choices," *Energy Policy* (2012) pp. 184-190.

Assignment: Essay Thesis Statement & Outline Due

6 December

Read/view at least three of the climate change pieces selected by your classmates

Discussion: Climate Change submissions + Local Observation Pieces

Review and Class Potluck

Assignment: Essays Due In Class Today

SECOND SEMESTER: January-April 2020 (*Still Tentative*)

- 10 January On Time
- Rachel Carson, "A Fable for Tomorrow" and "The Obligation to Endure,"
Silent Spring (1962), pp. 1-13.
The Clock
Lerner, *10:04* (first 10 pages only)
- Keywords: Too Late / Waiting / Wasting Time / Slow Time
- 17 January Lerner, *10:04* (the entire novel)
Walt Whitman, *Leaves of Grass* (excerpts)
- Keywords: Novels / Conversation / Numbers
- Assignment:** Submit Language/Form/Structure Attentive Commentary
(aka Close Reading)
- 24 January On Plastics / On Oil (2) / On Tar (2)
- Tarhands: A Messy Manifesto
(<http://imagination.glendon.yorku.ca/?p=3646>)
- Keywords: Plastic/ Oil / Tar / Collage / Manifesto
- 31 January On Ice
- Readings TBD (some options below)
- Chasing Ice*
Inuit Knowledge and Climate Change
Extreme Ice Survey Project (this is a website on Stephen's doc)
Mel Chin, "L'Artique est Paris" (2016)
The Right to be Cold (excerpts)
Emilie Cameron
["Why Lost Ice Means Lost Hope for an Inuit Village"](#) by Livia Albeck-
Ripka
["Polar Bears Really Are Starving Because of Global Warming"](#) by
Stephen Leahy
- Keywords: Cold / Melting / Place

1 February

On Fire

Fort McMurray
Readings TBD

Keywords: TBD

14 February

On Air / On Carbon (2)

Readings TBD

Consider doing the Low Carbon Diet worksheet exercise:

<http://www.empowermentinstitute.net/index.php/community/low-carbon-diet/household-co2-calculator>

<http://www.empowermentinstitute.net/index.php/community/low-carbon-diet>

Keywords: TBD

21 February

Reading Week

28 February

On Water

Readings TBD

"The Darkening Seas: What Carbon Emissions are Doing to the Ocean,"
Elizabeth Kolbert essay in *The New Yorker*.

Rising: Dispatches From the New American Shore (excerpts)

Kathy Jetnil-Kijiner at the UN Climate Leaders Summit in 2014
[powerfully reciting a poem](#) that she wrote for her young daughter in
front of hundreds of world leaders

[The Shore Line Project](http://theshorelineproject.org/) (<http://theshorelineproject.org/>)

"Rising Seas"

(<https://www.nationalgeographic.com/magazine/2013/09/rising-seas-coastal-impact-climate-change/>)

Also of Interest:

Maldives underwater hotel room:

<https://slate.com/technology/2018/05/a-usd50-000-a-night-underwater-hotel-in-the-maldives-shows-how-blind-we-are-to-climate-change.html>

[Bifrost project features on sea level rise](#)

[HighWaterLine](#) project

Keywords: TBD

Assignment: Submit a reading, novel, poem, work of visual art or architecture, film, video, advertisement or other cultural piece in some way related to climate change. Include a one-paragraph commentary on why you selected your piece. I will post these so that all students will be able to read them.

6 March

On Earth (and Trees)

Amazon rainforest
Carbon capture

On the Uninhabitable Earth:

<http://nymag.com/intelligencer/2017/07/climate-change-earth-too-hot-for-humans.html>

David Wallace-Wells and Robinson Meyer

Keywords: TBD

Assignment: Essay Proposal or Idea Due

13 March

Geoengineering Debate + Growth and Anti-Growth Debate

Readings TBD

Keywords: TBD

20 March

TBD

Assignment: Essay Thesis Statement & Outline Due

27 March

Diderot, "D'Alembert's Dream" (1769)
von Hantelmann, "Bees, Exhibitions, and the Anthropocene"
Huyghe, "Untilled" (2011-12) (view online)

Keywords: Dreams / Bees / Encounter / Broken

3 April

Read/view at least three of the climate change pieces selected by your classmates

Discussion: Climate Change submissions + Local Observation Pieces

Review and Class Potluck

Assignment: Essays Due In Class Today

Other optional information/material relevant to our course material:

Heise, Ursula K. "The Hitchhiker's Guide to Ecocriticism." *PMLA* vol. 121, no. 2, 2006, pp. 503-16.

Smith, Barbara Herrnstein. "Perplexing Realities: Practicing Relativism in the Anthropocene." [Practicing Relativism in the Anthropocene: On Science, Belief, and the Humanities](#). Open Humanities Press, 2018, pp. 106-24.

From the website "100 Views on Climate Change"
(<http://changingclimates.colostate.edu/index.html>):

IPCC: Why It Matters that We Aim for 1.5° C (October 2018)

This is probably the biggest climate change news of the year, the IPCC's report on the importance of aiming for a 1.5° rather than a 2° warmer world. This piece by Coral Davenport offers an [excellent overview](#) (NYT), and this [even shorter illustrated summary](#) (Brad Plumer, Nadja Popovich, Iris Gottlieb, NYT) is especially easy to grasp. Other worthwhile pieces: [this](#) (The Guardian) on the one key takeaway (stop burning carbon and cutting trees); [this](#) (Carbon Brief) deeper dive Q&A on the report's contents; and, on scientists who believe the report understates the threat, [this](#) (Bulletin of the Atomic Scientists) and [this](#) (Science).

Other Information in general:

REQUEST FOR 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

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520- 6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your

instructor as soon as possible to ensure accommodation arrangements are made.
carleton.ca/pmc

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 its 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: carleton.ca/sexual-violence-support

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 must be provided to students who compete or perform at the national or international level. Please contact your instructor 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>

All Students

Students are strongly encouraged to make optimal use of the instructor's office hours.

All students are also strongly encouraged to take advantage of the services offered at Carleton University, such as the following:

Centre for Student Academic Support (CSAS) offers students a variety of free services, including academic-skills workshops and information sessions, bookable study rooms, a tutor referral service, and a supportive staff of peer helpers. To learn more about these services, visit CSAS on the Fourth Floor of the MacOdrum Library, contact them by phone at 613-520-3822, or visit them online at <https://carleton.ca/csas/>

Writing Services offers students free one-on-one assistance with academic writing. To learn more about this free service, visit www.carleton.ca/csas/writing-services/. To make an appointment for a 40-minute session, call 613-520-3822, or visit in person at the Centre for Student Academic Support on the Fourth Floor of the MacOdrum Library.

Academic Advising Centre (AAC) provides students with support in the form of free one-on-one academic advising and study-skills appointments. To learn more about these services, visit www.carleton.ca/academicadvising. To make appointments for an advising or study-skills session, call 613-520-7850, or visit the centre in person at 302 Tory.

Career Services and Co-operative Education is an on-campus centre for career development, employment preparation, and experiential learning opportunities for Carleton students. Students are encouraged to use the various services provided throughout their time at Carleton

by visiting its two service locations. Career Services is located at 401 Tory (613-520-6611); the Co-operative Education Program is located at 1400 CTTC (613-520-4331).

International Student Services Office (ISSO) is at the heart of Carleton's international student community. It supports international students, including incoming and outgoing exchange students, and promotes cross-cultural understanding within the Carleton community. **ISSO is also responsible for the administration of Carleton's 80+ exchange programs.** For more information, visit ISSO at 128 University Centre or contact by phone 613-520-6600. For general email inquiries, write to isso@carleton.ca; for exchange-program inquiries, write to exchange@carleton.ca. Website: www.carleton.ca/isso.

The Student Experience Office oversees the Co-Curricular Record. The Co-Curricular Record is an official record designed as a means of recognizing all students' "out of class" involvement in student leadership development, extra-curricular activities, and Carleton community service opportunities. To learn more about the Record, visit 430 Tory (613-520-2600 ext.7595), or www.carleton.ca/seo.

Plagiarism and Other Instructional Offences

The University Senate defines plagiarism as "*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.*" This can include:

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

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.

The policy can be found at: <https://carleton.ca/secretariat/wp-content/uploads/Academic-Integrity-Policy.pdf>

FORMATTING AND CITATION

Papers should be typed/printed double-spaced on 8 ½ x 11" white paper. Please ensure a 1" margin on all sides of the page and use a 12 pt Times font or equivalent. Also, remember to keep backup copies of your papers, either hard copy or on a flash drive. E-mailing of papers is prohibited, unless one is given express permission of the professor.

Please use MLA (Modern Language Association) documentation style. For examples, see:

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

For formatting of Works Cited, see: <http://bibme.org> or <http://www.citationmachine.net/>