

Carleton University
Winter 2027
Department of English

ENGL 2109A: *Gender, Sexuality, and Literature*

Topic: Queer Feeling, Queer Healing: Four Writers for Our Times

Prerequisites: second-year standing or permission of the department

Prerequisites: Precludes additional credit for ENGL 2902 (no longer offered)

Format: In-person, not suitable for online students

Instructor: Prof. Jodie Medd (she/they)  [hear my name](#)

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Carleton University is located on the traditional, unceded and un-surrendered Territory of the Anishinaabe Algonquin Nation, the customary keepers and defenders of the Kichi Sibi (Ottawa River) watershed. Carleton occupies this land as a settler institution, a result of an economy of property and allocation of public space facilitated by the nation-state of Canada. As a settler whose ancestors came as uninvited visitors to this land, my life-long responsibility is to work to develop right relationship to this land, including the earth, water, and non-human plants and animals, and to the Indigenous peoples who are the original and ongoing stewards of this land.

***** This is a preliminary syllabus only—texts and assignments are subject to change. A complete version will be available closer to the start of the term. ****

Welcome to our course!

ENGL 2109A/ Queer Feeling, Queer Healing: Four Writers for Our Times

James Baldwin. Audre Lorde. Billy-Ray Belcourt. Ivan E. Coyote.

Enough said.

But in case you need more: Together we will study four twentieth- and twenty-first-century queer* writers whose lives and work have been transformational and inspirational in their own time and place and beyond. Focusing on these select, influential creators and cultural teachers will allow us to get to know them, their work, and their ongoing relevance. Their intellectual, artistic, affective, and activist work teaches us about being, feeling, and healing through intersectional, critical, and creative perspectives and practices. Our class encourages you to cultivate curiosity as you to connect the life/work of these writers with your own interests.

Primary texts include essays, fiction, poetry, short stories, life writing, performances, podcasts, film and other media by, about, and in kinship with Baldwin, Lorde, Belcourt, and Coyote. An additional introductory primer on key histories and concepts related to queer theory is also recommended.

Coursework for credit and assessment includes textual analyses and reflections written in class, quizzes, cuPortfolio work that connects class readings with content and learnings outside of the course, documentation of small group discussion, and course reflections. In-class activities will focus on various forms of discussion and peer exchange.

This course is open to all. It aims to encourage self-reflection and dialogue around gender and sexual differences and to promote the work of allyship with 2SLGBTQIA+-identified people.

Prerequisites: open mind + open heart + willingness to learn in community



*queer here functions as an imperfect umbrella term encompassing 2SLGBTQIA+ identifications and nonidentifications

Learning Objectives (“Learning Outcomes”)

What you learn will depend on your engagement with the readings, the course content, the class activities, and the ideas and learnings we generate together. This course is designed to help you learn to...

1. Read and discuss literary texts closely and thoughtfully:

- **Attend carefully and analytically** to a variety of literary texts, with attention to form and language and their effect on you as a reader.
- **Notice and accurately reference** specific textual details, **describe** your responses to them, and **generate** ideas about these details and their relation to the text as a whole.

2. Connect literary texts to different interpretative contexts:

- **Attend to** the socio-historical and artistic contexts in which a work is created, including an author’s ancestral lineage, identity position, and lived experience; and in which the work is read, including our present moment, to **consider** how context informs textual meanings.
- **Describe and apply** key concepts from interpretative approaches introduced in class, such as queer theory and intersectional analysis, with the option to consider interpretative approaches from your home discipline and other learnings
- **Observe and discuss** how issues of gender, sexuality, race, capitalism, colonization, and other structures of identity and power interact, as represented in the literature.
- **Connect** the work of literary authors to your personal learnings and experiences outside the class, documenting and reflecting on these connections to share with others.

3. Communicate, receive, and exchange ideas in different modalities:

- **Clearly communicate** your ideas in different written formats and in conversation with class members.
- **Listen actively and attentively** to class members to learn from and hold space for others.
- **Experiment** with visual and digital forms and creative approaches to assignments.
- **Co-create** a learning community through collective process and a variety of discussion formats.

4. Reflect on your learning, feeling, writing, and thinking over the term:

- **Document** responses (emotional, embodied, cognitive) to readings and class discussions.
- **Revisit and reconsider** initial responses to texts as your thinking, feeling, and understanding evolve.
- **Integrate** learning and **observe** your own process through written reflections.

Required Texts

Books are listed in the order we are reading them. Consider purchasing books from your favourite independent or used bookseller. Books will also be available at the [Carleton Campus Bookstore](#), the [Ottawa Public Library](#), and Carleton’s [MacOdrum Library](#) (ARES/reserve). Prices listed are print editions from the Campus Store.

TBD: print copies may be mandatory this year

James Baldwin, *Giovanni’s Room* (Vintage) 9780345806567: \$22.00

Billy-Ray Belcourt, *A Minor Chorus* (Penguin/Random House) 9780735242029: \$23.00

Ivan Coyote and Rae Spoon, *Gender Failure* (Arsenal Pulp Press) 9781551525365: \$19.95

Ivan Coyote, *Care Of: Letters, Connections, and Cures* (McClelland and Stewart) 9780771004308: \$21.00

Audre Lorde, selected essays and poems provided by ARES

Recommended (not required): Hannah McCann and Whitney Monaghan, *Queer Theory Now: From Foundations to Futures* (Bloomsbury Publishing, 2019) 9781352007510. The bookstore offers an option to ‘rent’ this as e-book for 6 months: \$43.50 to 57.75.

Total cost for required books = \$0 (using library options) to \$85.95 (max for new print books from bookstore)

Budgeting for Books:

As your budget permits, please buy the primary literary books by Baldwin, Belcourt and Coyote/Spoon **in print copies**. You can re-sell or re-gift them if you choose not to keep them after the course. **TBD: print copies may be required this year**

Course Requirements, Assignments, and Assessments: Overview (*very preliminary: subject to change for final outline*)

1. 2% Introductions posted to three platforms: 1) Class Introduction Discussion Board, 2) Assignments, 3) cuPortfolio as “About Me” page.
2. 2% Human Rights Learning Module on Brightspace
3. 10% Attendance & Participation (includes committed attendance, completion of Indigenous Learning Bundles, and in-class participation).
4. 5% In-class Writing Responses
5. 40% Kinship Connections (KC) in cuPortfolio: best three of four @13% each will be used to calculate final grade; you may opt to complete only three
6. 5% documented participation in Group Shares (notes to Group Shares Discussion): four @ 1.25% each.
7. 20% in-class Quizzes
8. 15% Final Reflection: due during April exam period as “range exam”
9. 1% Class Shout-Out/Gratitude posted to Discussion

Course Requirements, Assignments, and Assessments: Detailed Information

1. 2% Introductions: You will provide introductory information about yourself on three platforms: 1) an introduction to class members on the Brightspace Discussions 2) an introductory self-reflection and intake-info for instructor to Brightspace Assignments 3) an “About Me” page on our class cuPortfolio template. 2% for completing all three, 1% if you complete only 2, 0 if you complete one or none. Each intro will vary, according to intended audience and purpose. Details provided on Brightspace and in class.

2. 2% Completion of Human Rights Module in Brightspace:

3. 10%: Attendance & Participation: Choosing this class means you commit to attending all classes (health permitting) and completing assignments on time. Although ENGL2109 is designated as a “lecture course,” our class prioritizes dialogue and learning together in community. We are responsible to each other; learning depends on the in-person engagement and participation of everyone: show up & be present! You will receive credit for attendance and participation in the following ways:

- Attendance: If you choose this class, you commit to attending class in person and on time (but if you are late, please still join us!), fully present and prepared for class. We will take attendance at the beginning of class and/or with in-class writing. Multiple absences will impact your final grade. **You are allowed up to three unexplained absences; after that, you risk losing 2% of your final mark for every additional unexplained absence. Absence from more than 5 classes may result in 0/10 for participation; absence from more than one-third of the classes (to a max of 8 absences) may result in failure in the course. However, it is important that you do not attend class if you are unwell.**
 - ⇒ We understand that emergencies and health issues arise. *Clear communication regarding absences is key: if illness or an emergency requires you to miss class*, please email both me (jodie.medd@carleton.ca) and especially *Matty* (MatthiasGrosser@cmail.carleton.ca) *Matty* will track attendance.
 - ⇒ Please check Brightspace for materials and notes *before* you ask us “what did I miss?”
 - ⇒ You may choose to post to the General Class Discussion if you are unable to attend class.
- Completion of Indigenous Learning Bundles: Two Indigenous Learning Bundles are assigned, to be completed in Wk 7

- **Class Participation and Preparation:** The class format relies on discussion (both full-class and small group). You may also participate in on-line discussion if that is a more comfortable for you. Essentially, class participation will be evaluated as follows:
 - ⇒ Did you attend class regularly, actively participate in activities, and pay attention to discussion?
 - ⇒ Did you complete the assigned readings/materials before class, bring the appropriate text(s) and required materials to class, and come ready to focus and engage?
 - ⇒ Did you contribute to a positive, supportive, inclusive, and curious learning environment?
 - ⇒ Did you arrive with questions and observations about the reading, ready to contribute and learn from others?
 - ⇒ Did you listen actively and engage thoughtfully with others by asking and answering questions?
 - ⇒ Did other members of the class learn from your contributions?
- **Class Activities** may include small group discussions that require the group to document and report back on their conversation.

4. 5% In-class Informal Writing Responses: receive full credit for successfully completing 4 (out of 5 or 6 opportunities); rubric indicates criteria for successful completion.

5. 40%: best three of four Kinship Connections (KC) in cuPortfolio: you may opt to complete just three. To conclude our focus on each author, you will post a Kinship Connection you draw between the author and content beyond our immediate class context. You will document, explain, and elaborate on the connection on the appropriate author page in our cuPortfolio template. Assignment details in Brightspace & discussed in class.

6. 5% documented participation in Group Shares (4 @ 1.25% each): all four count!

Our study of each author will conclude with an in-class Group Share; students work in small groups to discuss their Kinship Connections, with the opportunity to share Group Share highlights with the whole class. Students will document these discussions and submit their notes to Group Shares Discussions.

7. 20% best four of five or six in-class Quizzes: One quiz for each author is indicated on our schedule and Brightspace weekly modules; additional quizzes will be unannounced ahead of time. Quizzes are multiple choice or short answer. They are intended to give you credit for attending to the reading, assigned materials, and class discussions, and to gauge how students are handling the pace of readings. Missed quizzes cannot be made up; however, do not attend class if you are unwell; you will have other opportunities (best 4 of 5 or 6).

8. 15% Final Reflection: due in April exam period. In lieu of a standard exam, you will submit a final course reflection—with creative options—to integration and reflect on your learning and connections over the term. Details, expectations, and assessments will be posted in Brightspace and discussed in the class.

10. 1% Gratitude Shout-Out Discussion Board Post (one post of 150-200 words)

How have you learned from or been inspired by the contribution of (an)other class member(s)? This is your chance to provide a shout-out to another student's contribution to class discussion, a Group Share, a Discussion post, etc. Be specific and substantial. You may post it anytime during the term, but please post as close as possible to the relevant contribution (i.e. if it's in relation to Lorde, please post it during our weeks on Lorde).

A Note on Assignments & Assessments

As an elective that attracts non-English majors and does not require an ENGL prerequisite, this course does not require you to “write like an English major” or produce standard ENGL essays of literary analysis. The assignments invite your personal engagement with the readings and course materials. Assessment criteria include key expectations regarding attentive reading; direct textual citation (accurately citing specific details, evidence, etc.) and interpretation; developing ideas and arguments from textual evidence, and clear, effective written communication. We also encourage your creativity, curiosity, and cultivation of your own writing voice. Assignments are intended to help you explore and document your interest in the readings, not cause you undue stress about academic performance. We invite you to show up fully, enjoy the authors, submit the work, and engage with the material and class members. Most course elements give you the opportunity to gain feedback,

grow, and try again. You are welcome to communicate with us about your work over the term, and some course work involves self-reflecting on your work and learning over the term.

Hot Tip! “Peer Advice from ENGL2109A” (Brightspace) offers student-to-student advice from a previous version of this course.

Another Hot Tip! Check Brightspace regularly; class materials will be posted there, including anything shown in class (media, slides, etc.), assignment info, announcements, weekly materials, etc.

Course Policies

Policies on Mandatory & Incomplete Coursework

You have four opportunities to complete Kinship Connections. The lowest mark will be dropped, which means you can opt to just complete three and still receive full marks—this is what most students choose to do.

Completing at least one Kinship Connection is a **mandatory** requirement. *If you do not complete it, you risk failing the course.* Any other missed Kinship Connection will receive zero. The Final Reflection, and at least two in-class Informal Writing Responses are **mandatory requirements** of the course. *If you do not complete them, you risk failing the course.*

Failure to complete any of the remaining requirements will result in 0 for each missing element. Most of these are low-stakes assignments that will receive full or high marks if completed on time according to word count and basic criteria. Completing them will enhance your final grade and support your learning and experience in the course. You are strongly encouraged to complete each element to maximize your final grade: *just do them!*

Coursework Submission Policies

Submit work to Brightspace by the due date indicated on the Course Schedule & Brightspace Weekly Module. Assignment details included in the Brightspace Assignment (Tools on NavBar) and linked in the Weekly Module when the coursework is due. Post Kinship Connections to cuPortfolio and submit the secret URL to Brightspace Assignments by the start of the Group Share class. Provided you post on time for class, you have the option to revise and resubmit, responding to peer feedback, after class until 11:59pm.

We will discuss Academic Integrity, LLMs, GenAI and plagiarism early in our course. Even if you miss those class discussions, your assignment submission constitutes your assurance that:

- 1) You are aware of and understand [Carleton's Academic Integrity Policy](#) including its policy on plagiarism.
- 2) You are aware of and understand our course's Generative Artificial Intelligence (AI) Limited-Use Policy (p. 9 below)
- 3) Your writing complies with these standards (see more below, p. 9 “Academic Integrity & Plagiarism”)
- 4) You understand **that there will be no acceptable excuse for plagiarism or unauthorized AI use if it is discovered in your work.**
- 5) You understand that **any assignment with blatantly inaccurate or fraudulent citations (quotations) and/or references will receive 0 for failing to meet minimal standards of appropriate citation.**

Please keep a backup copy of all your assignments. Please name assignment e-documents with the format YourLastname_Assignment: e.g. Medd_MidTerm Reflection.

Late Assignments & Grace Days

The “Course Schedule” indicates assignment due dates and times. Given the emphasis on process, regular writing, and reflection in the course, it is important to attend class and complete work on time. However, everyone gets a bank of 4 penalty-free days of extension (“grace days”) for submitting a late Kinship Connection, Mid-term Reflection, or Final Reflection, no questions asked. Treat grace days as a failsafe rather than relying on them. They are measured in 24-hour units calculated by submission to Brightspace. For example:

- James submits Kinship Connection #1 less than 24 hours after the time it was due = 1 grace day.

- Audre submits Kinship Connection #2 more than 48 hours but less than 72 hours late = 3 grace days.
- Ivan submits Mid-Term Reflection (due at 11:59 pm on Friday, Feb 13) at 8 pm on Feb 17 = 4 grace days.

As a courtesy, **please inform me and the TA if you intend to use a grace day for a late submission.** Your use of grace days may be noted on assignment feedback when applicable; you can also check with me. Once a student uses all 4 grace days, late work may be penalized up to 3% late per day, and may not be accepted after more than two weeks late (jeopardizing your credit). Special consideration may be given to students dealing with a protracted medical issue or other emergencies. As with absences, ***please always communicate with me and the TA about late assignments (email addresses on page 1).*** Late submissions may be returned later and receive minimal feedback. Finally, you are still expected to attend and participate in the Group Share even if your work is late; if the class discussion informs the work you submit late, *be sure to reference the discussion appropriately and clearly indicate the specific contribution of your own writing.*

Contacting Me & Course TA

See page 1 for in-person Student Meeting availability and contact information. We are also happy to schedule an online appointment. Virtual appointments with Prof Medd will use the Zoom link on Brightspace (Tools); Matty (TA) will arrange Zoom meetings directly with you via email.

If you have general questions about the course that are not addressed in this Course Outline, please post them to “Course Q&A” on Brightspace (Course Details & Communications Module or Discussions on NavBar) so all students can benefit. If you have a personal or specific question, please e-mail me and I will respond in good time: jodie.medd@carleton.ca. Please use common sense when e-mailing. I will not respond to major issues with an assignment 24 hrs before it is due! In fact, if you wish to discuss an assignment, it is best to contact me or the TA to arrange an appointment. Carleton offers helpful etiquette advice on [emailing your instructor](#).

Content and Language

Harmful Language: Some texts on our course may make for uncomfortable reading. They may ask us to grapple with difficult material and face traumatic cultural histories; they may reproduce language or ideas that are offensive and culturally harmful, often to expose and critique them. While it is important to grapple with the messy complexities of texts and histories, we know that dehumanizing language *hurts*. If your written work cites a section of text that uses hateful or dehumanizing language, please omit that phrase, using a few dashes [----] or another means to signal the alternation. Harmful language is often—but not always—obvious. Some of us, myself included, will inevitably make mistakes or cause unintended harm. Your feedback is welcome and I’ll do my best to address my own missteps. Mistakes are learning opportunities; let’s (un)learn together in a spirit of mutual generosity and respect. See more below on “Inclusive, Adventurous, and Respectful Participation.”

Content/care Warnings: In class and on Brightspace I will offer some content warnings for select course material, but any of the material may represent personal and collective experiences and histories of harm and pain that may impact you in ways specific to your own identity positioning and personal/cultural histories. We ask, then, that you take care of yourself and take the space you need if you find any of the material activating. You might need to step away, take some time, or put down a book. You decide. If you need to take a break during class (e.g. step out of the room to regroup), feel free to do so. Please consider checking in with me or the TA afterwards, just so we know you are ok and if you need further support.

Use of Technology in Class

Digital devices help to access course materials and share work in Group Share classes. However, our focus is on listening to and learning from each other and the primary texts. Class time prioritizes attentive in-person conversations. To this end, designated student notetakers will post notes to Brightspace, **and I encourage you to buy/use print copies of required books.** In class, please restrict digital device use only to support your learning and engagement. We will address students if their screen use detracts from this focus. I recommend the technology of a pen/pencil and dedicated notebook: annotate hard copy readings and note down thoughts, ideas, and responses both in class while actively listening and outside of class while reading or reflecting. This will

support your success, learning, and pleasure in the course. Class includes device-free time for quizzes, in-class writing, and device-free discussion (disabilities accommodated).

Inclusive, Adventurous, and Respectful Participation

I hope we will co-create an inclusive and equitable learning environment that is enriched and enhanced by many dimensions of human experience including race, ethnicity and culture, gender identity, gender expression, sexual orientation, ability, age, class, religion, and life experience. Together we can work to support diversity of experience, thought, and perspective, while treating each other with empathy and respect. While striving for inclusivity, I also recognize that danger and safety are integral to education. Our authors call upon us to pay attention to and re-examine our established ways of thinking, and the systems and hierarchies that shape our lives—this process of un/learning can be “uncomfortable” in a productive way. Together, we can support and encourage one another to feel brave enough to take risks, to think differently, and make room for new perspectives. Don’t be afraid to disagree with the readings, with me, or with your classmates, while maintaining an attitude of respect, care, and curiosity. We can also work to be aware of the histories and systems that may make learning environments unsafe for many and to be mindful of our own biases and their impact. As we share this class, I hope we can be both brave and compassionate together.

I also acknowledge that the course readings were created in specific histories and cultural contexts, reflecting particular points of view; we will strive to be mindful of these specific perspectives, including recognizing the contexts and lived experiences out of which our literary authors are writing, while also being aware that the theory and research used to address these authors and their contexts may have limited terms, frameworks, and definitions. The study of English literature has its own history of exclusions, limitations, and hierarchies of value. We will work to be aware of the assumptions, limitations, and biases of the material we read.

Carleton’s [Human Rights Policies and Procedures](#) affirms that university members share responsibilities to “provide a safe environment, conducive to personal and intellectual growth, which is not only free of discrimination, injustice, and violence but is also characterized by understanding, respect, peace, trust openness and fairness.” The university “promotes equity and fairness” and affirms that “Every member of the University community has a right to study, work and live in a safe environment free of discrimination or harassment” (2).

With these responsibilities and commitments in mind, early in the course, we address:

- How we can promote an environment of supportive and inclusive intellectual exchange, where we can share ideas (including disagreements) and feelings with an attitude of respect, courage, and compassion.
- How we can we co-create an environment that encourages class members to take risks in sharing their ideas—to move up and speak up; how we can make space for everyone to contribute—including knowing when to move back and practice active and respectful listening. *Let’s learn together.*

Mindful Dialogue & Addressing Harm: I’ll offer some guidelines and protocols for interactions in class. You are welcome to contact me in person, by email, or anonymously (Course Q&A on Brightspace) if a class experience lands in a harmful way. I appreciate your feedback as we strive to co-create an inclusive learning environment. Early communications will invite you to share your name and pronoun, and you are welcome to inform us of changes to that information at any time.

Mental Health Acknowledgement

Ongoing world events make for stressful and challenging times. While encouraging focused and engaged academic work in this class, I am mindful of your health and wellbeing and the need to balance academic commitments with other responsibilities. My hope is that the literature on the course will be engaging to read and discuss, and that we can nurture a supportive and low-stress learning environment together. Please reach out if you are encountering difficult circumstances, struggling with the class, or if you would like help connecting with academic support or health resources. A list of services is provided at the end of this course outline.

Portions of the Inclusivity and Language Statements and Mental Health Acknowledgement are adapted from: Carleton’s Office of Equity and Inclusive Communities

Jennifer Hardwick. “A Safe Space for Dangerous Ideas; a Dangerous Space for Safe Thinking.” *Hybrid Pedagogy*, August 13, 2014
 Carleton course outlines by Dr. Brian Johnson (English), Dr. Laura Horak (Film), and Dr. Sarah Casteel (English) (with permission)

University Policies & Accommodations

Final Grades

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean. The letter grades assigned in this course follow [Carleton’s Grading System](#) available here: <https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/grading/>

Intellectual Property

My lectures and course materials, including presentations, posted notes, assignments, and exams remain my intellectual property and are protected by copyright. They are intended for your personal use and study and may not be reproduced or redistributed without my prior written consent. This is also true for student work.

Occasionally I may use brief anonymous student examples to address writing issues. I seek consent to use a longer sample and give the option of anonymity. Samples of previous student work are used with permission.

To respect confidentiality, no video or audio recording of in-class lectures or discussions is allowed.

Generative Artificial Intelligence (AI): Limited-Use Policy for Our Course

Students may use AI tools only for basic word processing and formatting functions, including:

- Grammar and spell checking (e.g., Grammarly, Microsoft Word Editor).
- Basic formatting and design suggestions (e.g., Microsoft Word’s formatting tools, PowerPoint Design editor).

Documenting AI use: It is not necessary to document the use of AI for the permitted purposes listed above. **No other use of AI is permitted or appropriate for this course.** If you are struggling with course expectations, please see me—do not resort to AI.

Why have I adopted this policy? This course expects you to read the course material for yourself, to engage with it directly, and to hold conversations with class members. The limited-use AI policy ensures that student voices and ideas are prioritized and authentically represented, maintaining the integrity of the work produced by students while allowing basic support to enhance clarity, correctness, layout, and flow of ideas. The goal of adopting a limited use of AI is to support student learning to develop foundational skills in reading, writing, in-person discussion, and critical thinking by practicing substantive content creation without relying on AI support. Furthermore, Gen-AI/LLMs involve environmental, ethical, social, cognitive, and mental health harms and risk, which undermine the values and intentions of this course. In our course, students have the opportunity to share ideas and writing with members of the class and the teaching team (prof and TA)—we are thinking, learning, and collaborating with each other in our class community, not with auto-generated language. ***I reserve the right to make an assignment assessment contingent on an in-person meeting to discuss the writing and ideas in any submitted assignments. Any assignment with blatantly inaccurate or fraudulent citations (quotations) and/or references will automatically receive 0 for failing to meet minimal standards of appropriate citation.***

Academic Integrity & Plagiarism

Carleton University has a clear policy on academic integrity, including procedures to address academic misconduct. The University’s Academic Integrity Policy is available here: <https://carleton.ca/secretariat/wp-content/uploads/Academic-Integrity-Policy-2021.pdf>

It is important that students understand and meet academic integrity standards, and are sure they do not violate these standards through plagiarism or unauthorized use of AI tools. The University Senate defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas, or work of others as one’s own.*” According to the Department of English, examples of plagiarism include but are not limited to the following:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g. ChatGPT);
- 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;
- using ideas or direct, verbatim quotations, paraphrased material, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;
- 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 re-submission occurs. (this is no longer in the University Academic Integrity Policy, but it IS a policy for our course)

Plagiarism is a form of intellectual theft, a breach of basic ethics, and counter to the learning goals of a university course. It is a serious offence that cannot be resolved directly by the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include failure of the assignment, failure of the entire course, or suspension from a program. Find more information here: <https://carleton.ca/registrar/academic-integrity/>. ***I reserve the right to make an assignment assessment contingent on an in-person meeting to discuss the writing and ideas in any submitted assignments.***

Academic Accommodation

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

Informal Accommodation Due to Short-term Incapacitation & Academic Consideration for Medical or Other Extenuating Circumstances

Our course "grace day" policy on submitting work is intended to provide accommodation for short-term issues. If serious illness or other extenuating circumstances impact your ability to submit course work and attend class, contact me in writing as soon as possible, and no later than 24 hours after any missed deadlines for coursework. I may ask you to meet with me and complete an "Academic Consideration for Coursework Form" <https://carleton.ca/registrar/academic-consideration-coursework-form/>. As our course relies on students completing work on time to the best of their ability, it is important to keep up with coursework. Remember there are mandatory coursework requirements for passing the course. *In all cases, clear, timely, ethical, and transparent communication is key.*

Support Services & Resources

Emergency Resources (on and off campus)

- Crisis/Urgent Counselling Support: 613-520-6674 (Mon-Fri, 8:30-4:30)
- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

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 & Inclusive Communities: <https://carleton.ca/equity/>

- International Student Services Office: (<http://www.carleton.ca/isso/>) offers services and programs that contribute to positive international experiences for all Carleton students, including helping international and exchange students adjust to life in Canada and get the most out of their student experience. 128 Nideyinàn
- The Centre for Indigenous Support & Community Engagement (<https://carleton.ca/indigenous/cisce/students/>) supports students, staff and faculty at Carleton by providing culturally safe spaces for dialogue and learning. It nurtures a sense of belonging for Indigenous students, and offers resources and training to educate the Carleton community about the experiences, histories and worldviews of Indigenous peoples. Centre Resources may be found here: <https://carleton.ca/indigenous/cisce/students/>, including information about programs and events for students, access to the [Ojigkwanong Indigenous Student Centre](#), and [culturally-centred individual counselling](#).

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/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>