

**FREN 2110 - FRENCH 4: WRITING  
SECTION A, FALL-WINTER 2021-2022**

***Preliminary course outline, subject to changes and revisions up to the first week of classes***

Horaire du cours :	Lundi et mercredi 4h05-5h25 pour les séances synchrones
Salle de cours :	En ligne via Zoom
Instructeur :	Frenand Léger, Ph.D.
Bureau :	En ligne via Zoom
Heures de bureau virtuel :	Mercredi 14h00-15h00 (ou sur rendez-vous)
Courriel du professeur :	<a href="mailto:FrenandLeger@cunet.carleton.ca">FrenandLeger@cunet.carleton.ca</a>
Coordonnateur du cours :	Frenand Léger, Ph.D.
Page web du professeur :	<a href="https://utoronto.academia.edu/FrenandLeger">https://utoronto.academia.edu/FrenandLeger</a>

**PLEASE NOTE: PREREQUISITE, LANGUAGE PLACEMENT, REGISTRATION  
PREREQUISITES AND PRECLUSION**

☐ Prerequisite(s): Grade C or Higher in FREN 1100 or FREN 1110 or [Placement test](https://edc.carleton.ca/french_placement/) ([https://edc.carleton.ca/french\\_placement/](https://edc.carleton.ca/french_placement/)) on Carleton Central before registering.

☐ Precludes additional credit for FREN 2100.

**PLACEMENT**

☐ It is **mandatory** that all students taking a French language course attend their first class. Students who fail to attend the first class are not guaranteed a space in the program if a change of level is required upon confirmation of placement.

☐ A change of level will only be taken into consideration if a recommendation form is signed by the instructor and presented in person to the French Department Office (Dunton 1602) within 24 hours. Enrolment permitting, recommended changes will be considered by the French Department Office until **September 17th**.

**REGISTRATION**

☐ As per official regulations in the Undergraduate Calendar, **September 22<sup>nd</sup>** is the "Last day for registration and course changes in Fall and Fall/Winter courses."

**DESCRIPTION, OBJECTIFS ET ATTENTES PARTICULIÈRES**

Taught in French. For students with intermediate writing skills in French. Refinement of spelling, grammar, sentence-structure and vocabulary. Emphasis on accuracy and textual organization. Essay-writing. Use and referencing of various sources. Self-correction. Attendance and participation compulsory. Limited enrolment, No auditors. Oral interaction required. First week: compulsory placement test in class.

**FINALITÉ**

S'exécuter comme apprenant de langue seconde responsable, actif, engagé et performant du français écrit en vue d'atteindre le niveau intermédiaire-avancé B2 du Cadre européen commun de référence pour les langues (CECRL). Performance langagière écrite efficace dans diverses situations de communication, compte tenu du contexte universitaire du cours. Consolidation des

connaissances grammaticales, lexicales et orthographiques. Lecture et rédaction de différents types textes.

*À la fin du cours 2110, l'étudiant devrait pouvoir développer les compétences suivantes :*

### OBJECTIFS D'APPRENTISSAGE (*LEARNING OUTCOMES*)

Compréhension écrite	Expression écrite
<p><b>Objectifs généraux</b></p> <ul style="list-style-type: none"> <li>• Lire de façon autonome des textes variés (le texte argumentatif en particulier) selon l'objectif visé.</li> <li>• Relever les informations pertinentes dans un texte long et assez complexe.</li> <li>• Lire et comprendre des directives détaillées.</li> <li>• Comprendre les règles de base (grammaticales, lexicales et orthographiques) du français écrit.</li> </ul> <p><b>Objectifs spécifiques</b></p> <ul style="list-style-type: none"> <li>• Repérer les idées principales et secondaires.</li> <li>• Différencier les éléments d'un document (faits, exemples, opinions, arguments, thèse, antithèse, etc).</li> <li>• Identifier les éléments constitutifs des différentes parties d'un texte (introduction, développement et conclusion).</li> <li>• Trouver des équivalents aux mots de liaison qui forment un enchaînement.</li> <li>• Identifier par ordre d'importance les idées correspondant à un même thème.</li> <li>• Grouper des informations provenant de différentes parties d'un texte ou de textes différents.</li> <li>• Dédire le sens des mots nouveaux à partir du contexte.</li> <li>• Dégager le plan d'un texte argumentatif.</li> <li>• Identifier les arguments principaux et secondaires dans un texte sur un sujet familier ou non.</li> <li>• Repérer les parties du discours et leur fonction (déterminant, nom, verbe, adjectif, pronom, adverbe, conjonction, préposition, interjection).</li> </ul>	<p><b>Objectifs généraux</b></p> <ul style="list-style-type: none"> <li>• Rédiger des textes de différents types (particulièrement le texte argumentatif) de manière claire et détaillée sur des sujets familiers ou non.</li> <li>• Élaborer un plan structuré avant la rédaction d'un document.</li> <li>• Utiliser des phrases de plus en plus complexes.</li> <li>• Résumer des informations tirées de sources diverses.</li> <li>• Appliquer les règles de base (grammaticales, lexicales et orthographiques) du français écrit.</li> </ul> <p><b>Objectifs spécifiques</b></p> <ul style="list-style-type: none"> <li>• Produire des textes variés de 400-500 mots.</li> <li>• Paraphraser des extraits de textes.</li> <li>• Faire la synthèse d'informations issues de sources diverses.</li> <li>• Exploiter les connecteurs logiques dans ses rédactions.</li> <li>• Rédiger les éléments d'une introduction (sujet amené, posé et divisé) et d'une conclusion (synthèse et ouverture).</li> <li>• Reformuler les arguments d'un texte dans ses mots.</li> <li>• Construire un raisonnement argumenté.</li> <li>• Expliquer et justifier son opinion sur un texte.</li> <li>• Peser les causes et les conséquences et argumenter sur des situations hypothétiques.</li> <li>• Mettre en application les règles de fonctionnement des différentes parties du discours pour la construction de phrases grammaticalement correctes.</li> </ul>
<p><b>Stratégies cognitives et métacognitives à développer</b></p> <ul style="list-style-type: none"> <li>• Comprendre des directives détaillées.</li> <li>• Prendre des notes détaillées, bien structurées et complètes.</li> <li>• Développer un plan de travail et d'études pour intégrer les nouvelles connaissances dans la mémoire à long terme en procédant par associations, regroupements, raisonnement, mémorisation, etc.</li> <li>• Vérifier systématiquement son apprentissage en s'autoévaluant et s'autocorrigant.</li> <li>• S'informer objectivement sur l'apprentissage d'une langue (le bon apprenant, les stratégies, la correction phonétique, la correction grammaticale, les défis des apprenants de langue, etc).</li> </ul>	

### ACTIVITÉS D'APPRENTISSAGE

- **Compréhension** : Lecture de documents authentiques longs et courts, de types variés en classe et à l'extérieur de la classe. Saisie des nuances, distinction idées principales et secondaires, organisation de contenu, apprentissage de vocabulaire en contexte.

- **Expression écrite** : Travail de perfectionnement individuel en français uniquement, correction et perfectionnement, pratique régulière. Stratégies du bon locuteur. Enrichissement du vocabulaire. Réflexion sur les types de phrases, leur complexité et leur usage. Pratique critique d'autocorrection. Savoir identifier, apprécier et pratiquer les étapes de production écrite : le plan, les brouillons, la révision, l'édition finale.
- **Services de Soutien** : Utilisation systématique et consciencieuse des services de soutien écrit du Département de français. Usage judicieux des outils de travail : dictionnaires, grammaires, logiciels de correction, Internet.
- **Journal critique** : Tenue d'un journal critique d'apprentissage et portfolio. Motivation, utilité, défi, performance, auto-évaluations. Évaluation critique et documentée de l'effort dans le cheminement aux réalisations concrètes et manifestes de progrès. Difficultés identifiées, planification de résolution.
- **Présence et participation** : Notez que les trois premières semaines de cours du premier semestre sont synchrones et sont obligatoires. Il en est de même pour d'autres séances à préciser par le professeur.

## **ÉVALUATION**

- **Participation and attendance**

This is an online course with synchronous and asynchronous components. Synchronous group meetings to take place during course scheduled hours. Exact frequency and times of synchronous components to be confirmed by your instructor. Oral interaction required. A student must attend a minimum of 80% of the synchronous classes per semester to be considered for a passing grade for that semester. Failure to meet this requirement may result in a failing grade. Note that the first three sessions of the first two weeks of class are synchronous and are compulsory. It is the same for other sessions to be indicated by your instructor.

- **Requirements for written and oral work**

The grade for any assignment (oral or written) that is not completed and submitted by the specified deadline (date and time) **will be reduced by 10% per day**. Written work that is not well presented and typed will be refused by the professor and subject to the same penalty as late assignments. Times New Roman is recommended.

- **Term work, tests and examinations**

Students who are unable to attend written tests/examinations or oral examinations must give prior notice and be fully supported by a medical certificate or other appropriate documentation. A missed oral/written test or exam will receive a grade of zero unless the guidelines stated above are followed. No reason other than medical or serious family matters will be accepted for missed tests and presentations. Religious accommodations must be signaled to the professor prior to any missed class. No official exam (April) will be arranged independently from Carleton official exam scheduling services. Excuses related to problems with computers or printers will not be accepted, particularly on day of submission (please plan ahead). The grade for any assignment (oral or written) that is not completed and submitted by the due date will be reduced by 10% per day. No assignment sent by email or fax will be accepted.

- **Formal Exams**

Students are expected to be available for the duration of a course including the examination period. Dates and deadlines are made available to students in the Carleton University Undergraduate Calendar well in advance of registration. **No formal examinations will be informally accommodated.** All deferral requests have to go through the registrar's office: <https://carleton.ca/registrar/special-requests/deferral/>

- **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.

**I. Répartition trimestrielle des notes (session d'automne) : 50% de la note finale**

➤ <b>Premier trimestre</b>		<b>Dates d'échéance</b>
- Dictées (10 x 1%)	10 %	(Quasiment chaque semaine)
- Journaux - Devoirs écrits (3 x 10 %)	30 %	Date à préciser plus tard
- Test écrit de mi- session	15 %	Date à préciser plus tard
- Portfolio d'apprentissage	15 %	Date à préciser plus tard
- Rapport synthétique final	05 %	Date à préciser plus tard
- Examen écrit de fin de session	25 %	Date à préciser plus tard
➤ <b>Total</b>	<b>100%</b>	

**II. Répartition trimestrielle des notes (session d'hiver) : 50% de la note finale**

➤ <b>Second trimestre</b>		<b>Dates d'échéance</b>
- Dictées (10 x 1%)	10 %	(Quasiment chaque semaine)
- Journaux - Devoirs écrits (3 x 10 %)	30 %	Date à préciser plus tard
- Test écrit de mi- session	15 %	Date à préciser plus tard
- Portfolio d'apprentissage	15 %	Date à préciser plus tard
- Rapport synthétique final	05 %	Date à préciser plus tard
- Examen écrit de fin de session	25 %	Date à préciser plus tard
➤ <b>Total</b>	<b>100%</b>	

- ❖ **NOTA BENE** - Notez que tous les travaux notés (tests, examens et devoirs) seront corrigés à partir d'une grille de correction fournie préalablement aux étudiants. Les étudiants ont le droit de réclamer une deuxième correction de leurs travaux et de la copie de leurs tests tout en sachant que s'il y avait erreur **la note reçue peut augmenter ou diminuer** à la suite de la deuxième correction.

**ATTENTES PARTICULIÈRES**

This is an online learner-centered course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of autonomy, self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

**Students are expected to :**

- Visit the course page on Brightspace, the learning management system, prior to the first day of class.
- Attend synchronous class session on time and on a regular basis.
- Introduce themselves to the class during the first week with their camera on.
- To ensure that their computer is compatible with the learning management system, Brightspace.
- Interact online with instructor and peers with their camera on.
- Review and follow the course calendar and weekly outlines.
- Submit assignments by the deadline (**No late work will be accepted without penalty**).
- Log in to the course on Brightspace at least twice a week.
- Respond to emails within 48 hours.

**The instructor will:**

- Begins and ends classes on time.
- Respond to emails within 48 hours.
- Returns graded assignments and tests promptly.
- Have weekly virtual office hours

• **Attendance and participation**

A student must attend a minimum of 80% of the synchronous classes per semester in order to be considered for a passing grade for that semester. Failure to meet this requirement may result in a failing grade. If there is minimal preparation/participation, the student may not develop the necessary skills for French communication, which will result in a low grade. This course will only generate full benefits if attendance is faultless, participation fully activated, investment of time motivated, thoughtful and committed. Absentees are responsible for missed class, under any circumstances. They are responsible for assignments due on the missed day.

• **Services de soutien écrit et oral**

L'utilisation des services de soutien offerts par le département de français est fortement recommandée, car cela vous permettra de mieux préparer vos travaux. Voir le site : <https://carleton.ca/french/beyond-the-classroom/> et suivre les liens.

**Disclaimer**

In our courses, there is sometimes content and language that are emotionally and intellectually challenging to engage with. You should be aware of this. When this happens, we take a scholarly approach to the problem and define and contextualize it, together as a community of learning. As a department, we are committed to maintaining a safe space of intellectual growth for all students, and co-discovery with course instructors.

**MANUELS UTILISÉS ET AUTRES RESSOURCES**

❖ **Les deux manuels obligatoires**

- Beaudin, Karoline. *Amélioration du français écrit*. Montréal, Chenelière Éducation, 2016.
- *Difficultés expliquées du français for English speakers*. CLE. Vercolier, Vercolier et Bourlier. Niveau intermédiaire avancé, 2005. + **Corrigé** de *Difficultés expliquées du français for English speakers*.

❖ **Dictionnaires et ouvrages de références (en format papier ou en ligne) :**

- Dictionnaire de langue **récent** : *Le Petit Robert* ou *Le Petit Larousse*, ou *Le Multi-dictionnaire* de M-É. De Villiers
- Dictionnaire bilingue anglais-français **récent**
- Dictionnaire de synonymes ; *Le Petit Druide des synonymes*
- Dictionnaire des combinaisons de mots /cooccurrences  
<http://www.btb.termiumplus.gc.ca/tpv2guides/guides/cooc/index-eng.html?lang=eng>
- Dictionnaire de synonymes ; *Le Petit Druide des synonymes*
- Centre National de Ressources Textuelles et Lexicales (CNRTL)  
<http://www.cnrtl.fr/definition/>
- Manuel de conjugaison des verbes : Bescherelle, *L'Art de conjuguer* par exemple

❖ **Autres ressources en ligne**

- Archives - Office québécois de la langue française ;  
[http://www.oqlf.gouv.qc.ca/actualites/capsules\\_hebdo/index\\_saviezvousque.html](http://www.oqlf.gouv.qc.ca/actualites/capsules_hebdo/index_saviezvousque.html)
- Le site Orthonet - <http://orthonet.sdv.fr/index.html>
- Le site France Terme - <http://www.culture.fr/franceterme>
- Correcticiel recommandé : Logiciel Antidote [www.antidote.info](http://www.antidote.info)

## INFORMATION FOR ONLINE COURSE SECTIONS

### Online course proceedings

This is an online course with synchronous and asynchronous components. You will be required to attend synchronous meetings during course scheduled hours and you must come prepared (having completed the assigned work prior to the class). These meetings will give you the opportunity to practice your oral French and should be attended to the best of your ability. If you have any issues with the synchronous component, contact your instructor as soon as possible. Materials will be posted on BrightSpace with instructions to guide you and you will be responsible for your learning. Please note that the online format of the course does not change the learning outcomes. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of autonomy, self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students. The learner-centered course material posted on Brightspace is organized in modules with learning activities to be done at the time that works best for you. But there are weekly deadlines to keep you progressing throughout the course in a timely manner.

### Computer and Internet Recommendations for online courses

- A laptop or desktop computer with (at least) 2G of memory and a 1Ghz processor (any computer bought in the last five years should be fine). Use either built-in or external camera with a headset or earbuds to reduce ambient noise.
- High-bandwidth Internet connection (DSL/cable, or wireless) to ensure a reliable connection

### Definitions

You will hear the following terms often in the coming weeks. Here are their definition:

- **Synchronous**: synchronous learning means that all students and the instructor participate in the course simultaneously. Participation may occur at the same time and at the same location, or at the same time at multiple locations.
- **Asynchronous**: asynchronous learning means that learning is self-paced. Participation occurs at different times and at different locations.



### Tips for online learning

On Brightspace, you will find links to online resources designed to help you. We recommend that you consult these and visit the “[Brightspace support site for students](#)” and watch the video “Navigating the Brightspace Learning Environment” prior to starting the class. We also recommend that you consult the following links leading to Carleton University resources to assist you in the process of online learning.

- <https://carleton.ca/online/>
- <https://carleton.ca/its/help-centre/faq-technical-specs-for-new-students/>
- <https://carleton.ca/online/online-learning-orientation/>
- <https://carleton.ca/csas/online-support/>

### Zoom Meetings

Zoom is a video conference tool that you can use to interact with your professor and fellow students by sharing screens, chatting, broadcasting live video/audio, and taking part in other interactive online activities. We will be utilizing this tool to conduct a few live meeting sessions for course information and evaluation.

#### **Zoom Test Meeting Room** (<https://zoom.us/test>)

Use this link to access the Zoom Test Meeting Room. This meeting room is available to test out the software before joining an actual session

### Netiquette

Keep in mind that when communicating through text in an online course, your body language and tone cannot always be considered by others. This makes the words you use even more important. While you should feel free to express your ideas as you would in a face-to-face course, the following tips should help you as you communicate inside your course:

- **DON'T SHOUT!** Typing in all caps indicates shouting and might be offensive to others.
- **Check your writing for grammar and spelling errors.** Nobody's perfect, but a good writing style will make a better reflection on you and your ideas. Use general systematic options to check your spelling before sending/posting communication in an online course.
- **Treat your classmates with respect** in terms of their privacy and of their opinions. Ask for clarification if you don't understand what another classmate means or if you feel there might be a conflict.
- **Keep it polite** and maintain all discussions in the context of a classroom where we are all learning from each other to help each other achieve a positive and valuable learning experience.
- **Think before you write.** Words live for a long time on the Internet, including to some extent in an online class. While you should feel free to express your opinions and participate in class discussions, it is a good idea to think first about the consequences before posting.
- **Use proper language and titles.** Do not use slang or even profane words in an online education environment, even if they are words you consider, "not so bad," as they may sound offensive to the reader. As a sign of respect, you should recognize and refer to your professor as Professor, Instructor, and/or Dr. (if s/he is credentialed as so.)
- **Be Professional.** Leave the characters like smiley faces, and instant message abbreviations out. Your friends may like it, but chances are, your professor will not. Save it for personal conversations or ask for permission before using them. They may be interpreted as childish or too casual for the online education environment. Last, always say please and thank you to demonstrate requests or appreciation versus making statements that might sound like demands as your professor and colleagues are there to facilitate your learning experiences.

- **Avoid Spam.** Any information not related to the course must be approved by the instructor before posting. No advertising, selling, or soliciting will be accepted. Students are prohibited from posting advertisements or commercial solicitations in any area of the course, including on the discussion board or through messages/email, without the express consent of the instructor.

## **AUTRES RÈGLEMENTS FACULTAIRES**

### **Special Information Regarding Fall 2021 Pandemic Measures**

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca)

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

### **Academic Integrity and Academic 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.

**Be aware that in languages courses, the following are considered to be acts of plagiarism:**

- Copying from any source (paper or electronic) including online translators.
- Paraphrasing from any source (paper or electronic) including online translators, without quotation mark and or appropriate referencing.
- Having someone else compose all or parts of your assignment.
- Passing off someone else oral or written assignment/presentation as your own.

For more information, please visit the [Academic Integrity and Academic Offences webpage](#).

**Requests 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](https://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](https://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](mailto: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](https://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 is 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](https://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>

For more information on academic accommodation, please contact the departmental administrator or visit: [students.carleton.ca/course-outline](https://students.carleton.ca/course-outline)

### **INTELLECTUAL PROPERTY**

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

### **Course Sharing Websites**

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, handouts, tests, exams, and other course materials created by the instructor in this course 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). Students who publicly post or sell an instructor's work, including video or audio recording of a class, without the instructor's express consent, may be charged with misconduct under Carleton's Academic Integrity Policy and/or Code of Conduct, and may also face adverse legal consequences for infringement of intellectual property rights.