



Department of Geography and Environmental Studies
FYSM 1101 – Location is Everything

Course Syllabus: 2024-25

Instructor: Dr. Paul Williams, PhD
Office: Loeb B353
Office Hrs: TBA
E-mail: paulwilliams@cunet.carleton.ca
Class Time: Thurs 8:35a.m. - 11:25a.m [one three-hour seminar per week]

The Course

Where we live affects who we are. This course looks at the role of geographical location on human perception, behaviour and well-being in the context of the relationship we have with our planet. The substantive objectives of this course are to explore and to assess a number of geographical aspects of where we live, the importance of location in determining where certain activities take place, and the role of places in defining a sense of identity.



Location, Location, Location

Have you ever wondered why Real Estate Agents use the phrase, “location, location, location”? Why do they say, “location is everything”? Why does it matter where we live? How does where we live affect the way we think about ourselves, our neighbours, our environments and our communities? What does it mean to be part of a community or a culture? Does any of this matter in an interconnected, globalized world? Does it matter where we locate ourselves? Does place matter and does geography matter? How have processes like globalization and climate change and events like the Pandemic affected the places where we live? We will explore these ideas in this course and try to find answers to each of these questions. We will learn that geography is a crucial discipline in an ever-changing world. We will learn why “geography is everything and everything is geography”!

Prerequisites

Prerequisite(s): normally restricted to students entering the first year of a B.A., B.Cog.Sc., B.Co.M.S., B.Econ. or B.G.In.S. program.

What is an FYSM?

Objectives of a First-Year Seminar or what you should have gained by the end of the year!

The first year seminar is intended to help you feel comfortable and productive within the university environment and to learn skills in a more relaxed environment that you can use throughout your undergraduate program. So, by the end of the year it is hoped that you will have learned how to:

- 1) read and think critically
- 2) conduct university level research – including the development of media literacy skills
- 3) write a university research paper
- 4) communicate and present ideas to a broader audience
- 5) problem-solve in any context
- 6) understand the challenges and benefits of adopting a teamwork approach.

The first-year seminar is designed to provide you with opportunities to participate in discussions and class-based exercises, to develop friendships and to hone your university “survival” skills. You will be expected to come to class prepared to discuss what you have read or investigated. Please note that your active participation is vital in helping to ensure a lively and enriching experience for everyone.

Evaluation: Distribution of Marks (Fall Term – FT; Winter Term – WT)

Assignment 1 (5%)	Mental Mapping Exercise and write up (FT)
Assignment 2 (5%)	Thinking About Place (observation and analysis). (FT)
Assignment 3 (10%)	In Place – Out of Place Debate write-up (FT)
Assignment 4 (10%)	Final Creative Group Project – Where in the World and Climate Change - Does Geography Matter? Background preparation (FT)
(25%)	Location and Climate Change - Why Does Geography Matter? Final product and presentation (WT)
Assignment 5 (25%)	Build a Paper [Theme Location and Climate Change – Why Does Geography Matter?] <ul style="list-style-type: none">a) Research outline and proposal (FT) 5%b) Annotated Bibliography 5% (FT)c) Introduction 5% (FT)d) Findings 5% (WT)e) Analysis & Conclusion 5% (WT)

Fall & Winter Additional Evaluation

Participation (20%)

Includes: General attendance; attendance at on-campus workshops; watching online instructional videos and completing exercises; contributions to general discussion and debates; and completion of short exercises associated with some of the workshops and fieldtrips

Detailed Evaluation Breakdown:

Short Assignments

Assignment 1 & 2 are short, fun exercises that will form the basis of class discussion – they are each worth **5%** of your final grade each and consist of a 2-4 page write-up.

Assignment 3 is a write-up of the graffiti debate and is worth 10% of your final grade.

Final Project

Assignment #4 is a creative **project that will be done in two parts in the Fall and Winter Term**. The details of this project will be discussed in a future class. Your initial preparation work will be **discussed in class** in the last week of the Fall Term. This portion will also **require a brief point form summary** of your work to date. The presentation and summary are worth **10% of your final mark**. The second part of this presentation will consist of putting together a workshop (of displays and activities) in groups, but working together as a class, that will be presented in the Geography Department at Carleton at the end of March. The theme of this full-year project will be **Where in the World and Climate Change: Does Geography Matter?**

NOTE: Part of this project requires **one set meeting with me in each term** to discuss progress, ideas, information and presentation. It should be stressed that although this meeting is intended to be a friendly, working session you are expected to come prepared for discussion and to have written material on hand. There will also be periodic meetings throughout the term to discuss progress. You will be given time in class to work on this project.

Build a Paper

Assignment 5 is called, “Build a Paper.” It is an individual project that will be “constructed” through both the Fall and Winter Terms and will involve the production of a number of parts of a research paper, including: a research proposal or outline; an introduction and conclusion; findings; a short annotated bibliography; and a summary/ analysis of your findings. **The Build a Paper will be paired with the group project with the theme - Location and Climate Change - Why Does Geography Matter? (i.e. you will be preparing projects from the same research. The purpose of this is to explore two different ways of presenting the same material – a research paper and a presentation).**

It is worth 25% of your final grade. NOTE: these sections will be due at different points in the year. You will be instructed on what is required for each as they are assigned. You will choose a topic in the Fall Term.

Rubric [a more detailed rubric is attached to the bottom of this outline]

Several criteria will be important in influencing your final mark on an assignment. In making my assessment I will be looking for these points [where applicable]:

- 1) Has answered all the question(s) in a thorough and systematic way [Has followed the instructions]
- 2) There is a good organization and flow to the discussion [it is easy to follow and understand the thought process]
- 3) Has researched the answer and understood the concepts being discussed [shows evidence that the ideas are understood and articulates this]
- 4) Includes relevant concepts, facts, quotations, and/or statistics to support the position taken
- 5) Has cited all sources in a standardized APA bibliographic format
- 6) Uses an appropriate number of high-quality sources when required
- 7) Has checked the answer(s) for spelling mistakes and grammatical errors [writes in proper sentences and paragraphs when required]
- 8) Has attempted to improve style and polish prose

Please Retain Copies of Work Submitted. Students are strongly advised to retain a hard copy (and electronic backup) of all assignments and term papers in the event of loss for whatever reason.

Please note that all assignments are to be submitted electronically on Brightspace. Please ensure that you are familiar with the Brightspace format.

Participation

An evaluation of your **participation in and contribution to class discussions** will account for **20%** of your final mark.

I take this component of the evaluation very seriously. It is a key element of the first-year-seminar. Regular attendance (and being on time) is important in order to ensure that we have lively and full discussions. Attendance is only part of the participation grade, however.

Your participation mark will be based in equal parts on (a) attendance, (b) completion of short exercises from workshops and online video lessons (to be explained further), and (c) qualitative contribution to class discussion and projects. The mark will also be based on attendance at on-campus workshops, attending fieldtrips, and watching online instructional videos and completing exercises.

I expect you to come to class prepared to raise questions, to actively engage in discussions and to bring in relevant materials to share with your peers.

Please Note: Consistent absenteeism without good cause will factor into my evaluation of your contributions to the class in general. If you are unable to come to class, please contact me. If you are away for any length of time I would like to have some indication of the reasons for your absence. Failure to attend or adequately contribute to group project sessions will also be considered in your final grade for that assignment.

Communication:

PLEASE NOTE!!! I use **EMAIL** to communicate!!

This means that you MUST get in the habit of checking your UNIVERSITY EMAIL regularly. I will not take excuses that you didn't know about something if you haven't been checking your mail. I will also post announcements on Brightspace.

Further, if I have emailed you asking for confirmation that you have received my email it means that you **MUST** send back a reply saying "received"! **If I have emailed you individually, or replied to a query, it is common courtesy to respond by noting that the email has been read. Thank you goes a long way too!**

I may be reached during my office hours or by email. I will return email inquiries as soon as I can. **Please place "FYSM 1101" in the subject heading.**

Please only use your Carleton University email to contact me!!

Course Readings:

There is one textbook which is recommended for later in this course: Hay, Iain and Philip Giles (2012). *Communicating in Geography and the Environmental Sciences*. OUP Canada.

Readings will also be assigned as required, in the form of electronic articles from journals, newspapers, websites, etc..

Late Assignments:

Late assignments will be accepted but may incur a penalty (2% per day for the first five days, 5% per day after that).

NOTE: If you have reason for a delay in submitting an assignment due to illness you must complete the [self-declaration form](#) available on the Registrar's Office website requesting academic accommodation for missed course work. You are also encouraged to connect directly with me to discuss required accommodations arising from the COVID-19 situation.

Phones and Computers in class:

Although laptops can and will be used in the classroom on occasion for research and note-taking, **I look dimly on those who spend time during class on Facebook, email, games or assignments for other classes. The same goes for the use of cellphones in class. There is no need for texting, game playing, internet searching, etc. in a university class – especially a seminar! Please keep your phones in your bags or pockets during class unless they are needed for work or there is an emergency (I also carry a phone for emergency family purposes).**

Academic Conduct:

I am happy for you to work cooperatively with your classmates; however, identical assignments will be considered as a potential breach of proper University Academic Conduct and as a possible Instructional Offense. Therefore, please ensure that all your work is submitted in your own words. Furthermore, please be careful to always reference the work of others.

- Please familiarise yourself with University regulations (Academic Integrity Policy regarding academic standing and conduct (<https://carleton.ca/secretariat/wp-content/uploads/Academic-Integrity-Policy-2021.pdf>))
- Please note that breaches of academic conduct must be reported to the Chair of the Department and then to the Dean. Each case is reviewed and, if it is not resolved by the Dean, may be referred to the Senate for a final decision. Below are the University's definitions of what constitutes plagiarism.

“Plagiarism is presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own. Plagiarism includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source.” “Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, and material on the Internet.”

“Examples of plagiarism include, but are not limited to:

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

Deferred Assignments and/or Grades:

Only official deferrals petitioned through the Office of the Registrar will be honoured. If you are unable to complete assignments because of illness or other circumstances beyond your control, you may apply within five working days to the Registrarial Services Office for permission to extend a deadline. Permission can be granted only if the request is fully and specifically supported by a medical certificate or other relevant documents. Having said that, if you are having difficulties completing your work, please discuss the issues with me as soon as possible. [See: <http://www.carleton.ca/cu0708uc/regulations/acadregsuniv2.html#2.3>]

Statement on Student Mental Health

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

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

Carleton Resources: • Mental Health and Wellbeing: <https://carleton.ca/wellness/> • Health & Counselling Services: <https://carleton.ca/health/> • Paul Menton Centre: <https://carleton.ca/pmc/> • Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/> • Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/> • Equity & Inclusivity Communities: <https://carleton.ca/equity/>

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

Important University Regulations – Notes from the Paul Menton Centre

For Students with Disabilities:

Students with disabilities requiring academic accommodations in this course are encouraged to contact a coordinator at the Paul Menton Centre for Students with Disabilities to complete the necessary letters of accommodation.

<https://carleton.ca/pmc/registering-with-pmc/>

After registering with the PMC, make an appointment to meet and discuss your particular needs with me.

For Religious Observance:

Students requesting academic accommodation on the basis of religious observance should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the equity services website for a list of holy days (www.carleton.ca/equity) and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor (ext. 5622) in the Equity Services Department for assistance.

For Pregnancy:

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services (ext. 5622) to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first event in which it is anticipated the accommodation will be required.

Student Life Services

Student Life Services, located in Room 501 of the Unicentre, offers a wide range of programs and services to assist students in adjusting to academic life, in improving their learning skills, and in making academic and career decisions.

Useful Carleton Contacts if a student needs assistance with... Refer To... Contact Information

...understanding academic rules and regulations; choosing or changing their major; finding a tutor; academic planning guided by an Academic Advisor; polishing study skills; etc.

Student Academic Success Centre (SASC)

"Helping students build a foundation for academic success by facilitating services that foster personal direction and academic competence" Students can call or drop in to make an appointment at:

302 Tory Building
520-7850 www.carleton.ca/sasc

...a learning disability

Paul Menton Centre

"Integration, Individualization, Independence": Students can call or drop in to make an appointment

500 University Centre
520-6608 www.carleton.ca/pmc

...developing writing skills **Writing Tutorial Service**

229 Paterson Hall
520-6632 www.carleton.ca/wts

International Student Advisory

501 University Centre
520-6600; www.carleton.ca/isa/

...research assistance Staff at **MacOdrum Library** (reference services desk)

520-2735
www.library.carleton.ca

Fall Term Week	Topic	Discussion/ Activity	Assign.
Sept. 5	Intro to Course	Walk to Hogsback	
Sept. 12	Why geography matters! Elements of Geography?	<p>Introduction to course project & Build-a-Paper</p> <ul style="list-style-type: none"> ➤ Research proposal 5% (15 Nov) ➤ Annotated Bibliography 5% (10 Jan) ➤ Introduction 5% (10 Jan) ➤ Summary of findings 5% (TBA-WT) ➤ Analysis 5% (TBA-WT) ➤ Conclusion 5% (TBA-WT) 	
Sept. 19	<p>Geographical Imagination</p> <p><i>[Short visit from Assoc. Dean Janne Cleveland]</i></p>	<p>In-class Exercise</p> <p>Assignment 1 Mental mapping exercise (Due 3 Oct.)</p>	
Sept. 26	Place & Space	<p>What is a Research paper & preparing a research outline?</p> <p>Assignment 2 Constituting Place (due 17 Oct.)</p> <p>Research Outline (the latter is due 7 Nov.)</p>	
Oct. 3	<p>Thinking more about Place</p> <p><i>[PLEASE NOTE: this class will meet off campus at Plant Baths on Somerset Street at 9:00 a.m.]</i></p>	<p>Off-Campus Field trip - China Town and Little Italy</p> <p><i>Come dressed for walking and whatever the weather presents.</i></p>	Assignment 1 Due
Oct. 10	<p>Information Literacy Workshop: In Library</p> <p><i>[PLEASE NOTE: this class will be held in Room 252 of the Macodrum Library – meet there!]</i></p>	<p>How to use the University Library</p> <p>Group Project Discussion</p>	
Oct. 17	Past places & Layered Landscapes	<p>Off-Campus Field trip</p> <p><i>[Come dressed for walking and whatever the weather presents]</i></p>	Assignment 2 Due

	<i>[PLEASE NOTE: this class will meet off campus at the National war Museum at 9:00 a.m.]</i>		
Oct. 24 Reading Week – No Classes			
Oct. 31	In Place/ Out of Place On-campus exercise	Introducing the Graffiti Debate start. Walk to House of Paint (weather permitting)	
Nov. 7	Information Literacy Workshop: In Library <i>[PLEASE NOTE: this class will be held in Room 252 of the Macodrum Library – meet there!]</i>	Choosing a topic and creating a research question Exercise: Research – Continuing our Group Project Brainstorming Exercise Preparing an Intro and Annotated Bibliography (PLEASE NOTE, the latter will be due 9 January 2025)	Build-a-Paper Research Outline due (needed for this class discussion)
Nov. 14	Course Project Preparation(?) <i>[meet in classroom for first half of the class and then walk over to CUAG for 10:00 a.m.]</i>	Walk out to Art Exhibition and talk at CU Art Gallery https://cuag.ca/exhibition/a-dream-of-return/	
Nov. 21	In Place/ Out of Place	Graffiti Debate Assignment 3 – In Place/ Out of Place Debate Follow-up (due 5 December	
Nov. 28	Individual meetings with me this week	Note: this is part of your participation mark for the Fall Term	
Dec. 5	Last Class Fall Term – preparing for next term	Group meetings – to be arranged	Assign. 3 Due

*NOTE: This timetable is tentative and may be subject to change if circumstances warrant this. Further, the Winter Term Timetable will be posted in December.

A Generalized Grading Rubric

Grade	Evaluation Basis
A range	A – Awesome. The student has pushed her/himself to do more than is being asked. Strong writing and professional presentation/formatting. The quality of the work indicated that the student has invested time, thought and effort in the assignment. That gets rewarded.
A+	The student has answered the questions posed in the assignment outline fully. AND the student has presented a complete explanation of the ideas. You feel that it is a complete answer that is fully explored. The difference between an A and an A+ is that an A+ answer is well written as well as being complete.
A	The student has answered the questions posed in the assignment outline fully. AND the student has presented a complete explanation of the ideas. You feel that it is a complete answer that is fully explored.
A-	The student has answered the questions posed in the assignment outline fully. AND the student has presented a more complete explanation of the ideas. However, you still feel that the student could have gone further and you are left asking, "Keep going."
B range	B = Basic. The student has basically fulfilled the task as explained. No effort has been made to go beyond the task description. The task has essentially been done fully. Well written with perhaps come grammatical and/or spelling mistakes.
B+	The student has basically answered the questions posed in the assignment outline. BUT you are left with a "Can you elaborate?" The student has provided the beginning of an elaboration but doesn't fully develop the ideas.
B	The student has basically answered the questions posed in the assignment outline. BUT you are left with an "And?" The student has just presented the most basic answer without expanding upon the thoughts.
B-	The student has basically answered the questions posed in the assignment outline. BUT you are left with a "Yah, so what?" The student has just presented the most basic answer without any sort of explanation.
C range	C = Could have done a lot better. The student has not completed the task fully as described in the assignment. All parts of the assignment are done but there are gaps in the work, or the work is very superficial. Poor writing. Grammatical and/or spelling mistakes littered throughout the work.
C+	The student has failed to answer one or two of the questions posed in the assignment outline. You are left with a "What happened to these questions?" feeling. The student also has failed to present a complete basic answer or it is simply superficial.
C	The student has failed to answer the key the questions posed in the assignment outline. You are left with a "What's going on?" feeling. The student also has failed to present even the most basic answer, or it is simply superficial.
C-	The student has failed to answer most of the questions posed in the assignment outline. You are left with a "This is a rushed answer" feeling where the student's answer has major gaps in it, or it is simply superficial.
D range	D = Didn't bother The assignment is incomplete. Some sections not attempted. Other sections way too basic to be seen as completed. Poor writing filled with grammatical and/or spelling mistakes indicating that the student has not reviewed his/her work before submitting.
D	The student has failed to the questions posed in the worksheet. The answer is not on point, or it is so superficial that it is a symbolic answer with no thought in it all.
F	The student has failed to answer the question at all.