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

Course Syllabus: 2017-18

Instructor: Dr. Paul Williams, BAH, MPhil, PhD  
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Office Hrs: TBA  
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Class Time: Thursdays 8:35a.m. - 11:25a.m

Course Objectives

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 a interconnected, globalized world? Does it matter where we locate ourselves? Does place matter and does geography matter? We will explore all of 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”!

**What is an FYSM?**

The first year seminar is intended to help you feel comfortable, intellectually stimulated and productive within the university environment. To this end, you will begin to develop your skills in a number of different areas, including: essay-writing, critical thinking and media literacy skills; verbal communication and presentation of ideas to a broader audience; problem-solving in any context; and understanding 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.

Most of the assignments and exercises throughout this year are geared towards developing your skills in preparing and presenting university-level assignments. To this end, each assignment will build on the last. There will also be a group project which will encourage you to work interactively with fellow students and with me.

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

<table>
<thead>
<tr>
<th>Assignment 1 (5%)</th>
<th>Mental Mapping Exercise and write up (FT)</th>
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<tr>
<td>Assignment 2 (5%)</td>
<td>“What does place mean to me?” Constituting Place (observation and analysis). (FT)</td>
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<td>Assignment 3 (20%)</td>
<td>Group Project - Why Does Geography Matter? Background preparation (FT)</td>
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<td>(20%) Why Does Geography Matter? Presentation (WT)</td>
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<td>Assignment 4 (35%)</td>
<td>Build a Paper</td>
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<td>a) Research outline and proposal (FT) 5%</td>
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<td>b) Annotated Bibliography 5% (FT)</td>
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<td>c) Introduction 5% (WT)</td>
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<td>d) Summary of findings 10% (WT)</td>
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<td></td>
<td>e) Analysis 5% (WT)</td>
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<td>f) Conclusion 5% (WT)</td>
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**Fall & Winter Additional Evaluation**

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<th>Information Literacy:</th>
<th>5% Information Literacy program through the Library</th>
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<tr>
<td>Participation:</td>
<td>10% Includes contributions to general discussion + attendance.</td>
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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 and consist of a 1-2 page write-up.

Class Project

Assignment #3 is a collaborative group 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 group work will be presented to the class as a group in the last week of the Fall Term. This portion will also require a brief summary of your own contributions to the project. The presentation and summary are worth 20% 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 to students from a local high school in mid-March. The theme of this full-year project will be Geography Matters!

NOTE: As part of the group project requirements there will also be one set meeting (mini-conference) in each term with me 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 4 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, including: a research proposal or outline; an introduction and conclusion; findings; a short annotated bibliography; and a summary/ analysis of your findings. It is worth 30% 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.

NOTES: In general, several criteria are important in influencing the quality of your assignments and, therefore, your mark for each. Before handing in your assignments, you must ask yourself:

Have I researched my answer?
Have I included relevant quotes and/or statistics to substantiate my position?
Have I cited all sources in a standardized bibliographic format?
Have I used an appropriate number of high quality sources?
Have I answered the question(s) in a thorough and systematic way?
Have I followed the instructions?
Have I checked my answer for spelling mistakes and grammatical errors?
Have I attempted to improve my style and polish my 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 WebCT. Please ensure that you are familiar with the WebCT format.
Information Literacy

This will involve a series of very short assignments carried out following instruction from the Resource Librarians. Please note: You must attend all of these workshops and carry out all of the assignments. This will constitute 5% of your grade.

Participation

An evaluation of your participation in and contribution to class discussions will account for 10% 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 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 and (b) qualitative contribution to class discussion and projects. You should expect to come to class prepared to raise questions, to actively engage in discussions and to bring in relevant materials to share with your peers. There will also be an online discussion component which will factor into the participation marks.

Please Note: Consistent absenteeism 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.

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 will incur a penalty (2% per day for the first five days, 5% per day after that) unless submitted with a doctor’s note. Late assignments are to be submitted directly to me during class or my office hours. Please do not place these assignments in the mail slot in the Geography Department. Electronic submissions will be accepted only with my approval.

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 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 of your work is submitted in your own words. Furthermore, please be careful to fully reference the work of others at all times.

Please familiarise yourself with University regulations (in the 2007-8 Undergraduate Calendar) regarding academic standing and conduct. 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 it 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."

[For more info on Academic Conduct please familiarise yourself with:  
http://www.carleton.ca/cu0708uc/regulations/acadregsuniv14.html]  

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]
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. After registering with the PMC, make an appointment to meet and discuss your needs with me at least two weeks prior to the first in-class test or ITV midterm exam. This is necessary in order to ensure sufficient time to make the necessary arrangements. Please note the following deadlines for submitting completed forms to the Paul Menton Centre: November 6th, 2006 for fall and fall/winter term courses, and March 9th, 2007 for winter term courses.

For Religious Observance:
Students requesting academic accommodation on the basis of religious observance should make a formal, written requires 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

...assistance with math Math Tutorial www.math.carleton.ca/student, peer assisted tutoring for pre-identified, notoriously difficult courses

Peer Assisted Study Sessions
"PASS workshops integrate how to-learn (study skills) with what to-learn (course content) in a fun, relaxed environment.

Centre for Initiatives in Education
520-2600 Ext. 1523 www.carleton.ca/cie/PASS.htm

...polishing English conversation skills, or proof reading (International students only)

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