

FYSM 1108A
Sustainable Environments

Department of Geography and Environmental Studies
Carleton University
Fall 2020

v. August 28, 2020

Instructor: Karen Hébert

Seminar: Wednesdays, 11:35 am – 2:25 pm

Location: <https://zoom.us/j/94067509117> – passcode 572431

Office Hours for Fall Term: Mondays, 2:30 – 3:30 pm, and by appointment

<https://zoom.us/j/94369887596>

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Course Description

What is sustainability? And what does it mean to pursue sustainability as a social and environmental goal? This course critically examines different and at times competing notions of sustainability and analyzes varied efforts to put the concept into practice. It culminates in an in-depth final project to generate proposals to enhance sustainability efforts at Carleton, paying particular attention to the challenges and openings at hand due to the Covid-19 pandemic. Drawing on interdisciplinary social science scholarship and experiential learning on campus, the course aims to sharpen students' understanding of sustainability problems at various scales and improve existing strategies to address them.

The seminar is organized to cultivate rigorous academic exchange in a setting that is comfortable, collegial, and dynamic—even in its new online location. In-class discussions of course texts will be combined with lectures, small group work, outside speakers and presenters, film and other media screenings, and occasional (virtual!) field trips. The course places a strong emphasis on the acquisition of basic skills for success at the university level, and lessons to support that learning will be built into most class sessions. Students will hone critical thinking, analysis, argumentation, writing, and communication skills through close readings of scholarly and popular texts, regular essay assignments, original research projects, and oral presentations. Students will leave the course better equipped to engage in debates in academic settings and beyond.

Course Format and Expectations

This seminar is an online course that will include a mixture of synchronous meetings via web conferencing tools and asynchronous activities. We will use the Carleton cuLearn portal to coordinate course activities and materials; synchronous sessions and office hours will take place via Zoom or a similar platform. The course thus requires reliable high-speed Internet access and a computer with a microphone and, ideally, a webcam.

Students are expected to keep the full course meeting time period—from 11:35 am – 2:25 pm on Wednesdays—open for course meetings and activities and be prepared to be online for any synchronous sessions held during that time. That said, we will rarely if ever be online for the whole period. During most weeks, students will be expected to review course discussion forums and materials beginning at 11:35 am and join for a weekly synchronous check-in, discussion, and activity session beginning at noon. Keeping mindful of Zoom fatigue, during most meetings we will aim to complete our weekly sessions in an hour or so, two at the most. Our seminar will host guest presenters in a number of course meetings, and the exact timing of synchronous activities may shift slightly across weeks over the term. The specifics are detailed in the Course Outline section below, although these may be subject to adjustments made during the term.

Course Goals

By the end of this course, students will be able to do the following (which encompass the broader objectives of all FYSMs, indicated in italics below):

- Come to class punctually, regularly, and well prepared to engage in collegial, respectful discussions of at times contentious issues based on careful readings of course texts
- Analyze how different understandings of sustainability and the environment shape current efforts to address environmental problems
 - *Closely analyze texts in order to extract key ideas and construct meaning*
 - *Distinguish between opinion and evidence-based argument*
- Evaluate strategies for promoting sustainability by employing insights drawn from course concepts and case studies
- Develop sound arguments based on course approaches and independent reading and research about issues, initiatives, and/or phenomena related to sustainable environments
 - *Effectively identify and evaluate resources in relation to a specific problem*
 - *Comprehensively explore an issue, including interpreting available data or evidence and formulating an argument or conclusion that is supported by the examined resources*
- Demonstrate concrete improvements in academic reading, writing, analysis, argumentation, and communication skills, and hone tools for academic success
 - *Communicate ideas to a variety of audiences, including purposeful development and expression of academic ideas in written and/or oral formats*
 - *Identify available university support services for student and recognize how they can contribute to academic success*

Required Materials

All readings and other required materials will be accessible via the course website at cuLearn. *Please note that assigned texts and class topics may be adjusted somewhat over the course of the term depending on how our conversations develop.* No minor changes

to readings will be made within less than a week of the class session in question.

Course Outline – Fall 2020

All major course requirements and activities appear in the outline below, organized by calendar date. You should plan to read, watch, and/or listen to all required materials *in advance* of the course session in question, which you’ll have to do in order to complete any required assignments. These are generally due by the end of the day on the Monday before our Wednesday class, unless indicated otherwise. The materials for the following week’s session will be available to you by class time the week before, if not earlier.

Week / Class Date	Topic and Readings	Assignment submissions – all due to cuLearn by the end of the day on <i>the Monday</i> <i>before class</i>, unless noted
1. Sept 9	<p>Course Introductions</p> <p><u>Read</u>: No reading for today.</p> <p><u>Watch</u>: • “Welcome to FYSM 1108A!” video (≈5 mins)</p> <ul style="list-style-type: none"> • “Course Ground Rules” video (≈5 mins) • “Today’s Class – Sept 9” (≈5 mins) • “About Me” video (≈10 mins) • “About This Course” video (≈10 mins) • “A Walk through the Course Outline” video (≈15 mins) • “A Walk through Our cuLearn Site” video (≈5 mins) <p><u>Meet</u>: 12 pm noon – synchronous class Zoom session</p>	<p>Mon, Sept 7:</p> <ol style="list-style-type: none"> 1. course intake form 2. course ground rules agreement
2. Sept 16	<p>What Is Sustainability?</p> <p><u>Read</u>: • Selections from: Benton-Short, L. & Short, J.R. (2013). <i>Cities and nature</i> (2nd ed.). New York, NY: Routledge.</p> <ul style="list-style-type: none"> - From Chapter 16, Urban Sustainability: “Intellectual roots of sustainability” and “Defining sustainability,” pp. 436-443. • Gentile, S.J. (2014). Sustainability. In S. Thompson (Ed.), <i>Encyclopedia of diversity and social justice</i> (pp. 979-981). Rowman and Littlefield Publishers. <p><u>Watch</u>: • “Today’s Class – Sept 16” (≈5 mins)</p> <ul style="list-style-type: none"> • “What Is Sustainability?” (≈20 mins) 	<p>Mon, Sept 14:</p> <ol style="list-style-type: none"> 1. post to weekly discussion forum 2. quick reading Q&A

	<ul style="list-style-type: none"> • “Reading Like an Academic” video (≈10 mins) • “Peer Review in 3 Minutes” video, by North Carolina State University Library (3 mins) – note that this video is available at our MacOdrum Library course website, prepared by DGES librarian Susan Tudin, which contains a variety of helpful resources: https://library.carleton.ca/research/course-guides/fysm-1108 <p>Meet: 12 pm noon – synchronous class Zoom session</p>	
<p>3. Sept 23</p>	<p>Situating Sustainability, Here and Now</p> <p><u>Read:</u> • Viner, K. (2020, July 13). Interview: Naomi Klein: ‘We must not return to the pre-Covid status quo, only worse.’ <i>The Guardian</i>. Retrieved from https://www.theguardian.com/books/2020/jul/13/naomi-klein-we-must-not-return-to-the-pre-covid-status-quo-only-worse</p> <ul style="list-style-type: none"> • Bein, S. (2020, June 8). Author Ingrid Waldron on Africville and the history of environmental racism in Canada. <i>The Globe and Mail</i>. Retrieved from https://www.theglobeandmail.com/canada/article-author-ingrid-waldron-on-africville-and-the-history-of-environmental/ • Selections from: Ottawa Museum Network, and Archipel Research and Consulting, Inc. (2019). Indigenous relations in Ottawa: An introductory handbook prepared for the Ottawa Museum Network. Retrieved from http://omn-rmo.ca/wp-content/uploads/2019/12/OMN_ARCHIPEL_HANDBOOK.pdf -- note that this is a link to the entire document, but you are only required to read the pages below; of course you should feel free to read or skim the rest of it. (approx. 10 pages total) <ul style="list-style-type: none"> - “Introduction,” p. 2-4 - Selections from: “Section two: The Algonquin history of Ottawa,” pp. 12-14, p. 21 (“Industrialization” subsection); pp. 24-25 (“Rideau Canal” and “Dispossession”). - Top paragraph of “Section three: Urban Indigenous presence in Ottawa,” p. 34. <p><u>Watch:</u> • “Today’s Class – Sept 23” (≈5 mins)</p> <ul style="list-style-type: none"> • “Situating Sustainability, Here and Now” (≈20 mins) • “Introduction to Using the MacOdrum Library,” by Susan Tudin (≈10 mins) • EITHER 1 or 2 below (and of course you are encouraged to explore and welcome to view both!): • 1. Selections from the Virtual Tour of the Carleton University Art Gallery’s (CUAG’s) Exhibition “UPRISING: THE POWER OF MOTHER EARTH – Christi Belcourt – A Retrospective with Isaac Murdoch” (21 January – 28 April, 2019) (approx. 40 minutes total) 	<p>Mon, Sept 21:</p> <ol style="list-style-type: none"> 1. post to weekly discussion forum 2. quick reading Q&A

	<ul style="list-style-type: none"> - “Introduction” (10 mins) - “Artworks and Discussion” (28 mins): Feel free to listen to the entire virtual tour, but be sure to watch Theme 2: “Where do we gather knowledge from?” (16:55–25:40); Theme 3: “What are our roles in the protection of land and water?” (25:40–33:35); and Theme 4: “How can we be allies?” (33:35 – 45:03). <p>- OR -</p> <p>2. Lewis, A. <i>This changes everything</i> (2015). New York: The Message Productions. Film. Available at https://www-nfb-ca.proxy.library.carleton.ca/film/this_changes_everything/ (1h 30 mins)</p> <p>Meet: 12 pm noon – synchronous class Zoom session</p>	
<p>4. Sept 30</p>	<p>Sustainability and Water</p> <p><u>Read:</u> • Selections from: Robbins, P, J. Hintz, & Moore, S.A. (2014). <i>Environment and society: A critical introduction</i> (2nd ed.). Malden, MA: Wiley-Blackwell.</p> <ul style="list-style-type: none"> - “Chapter 15: Bottled water,” pp. 159-178. • Shimo, A. (2018, Oct 4). While Nestlé extracts millions of litres from their land, residents have no drinking water. <i>The Guardian</i>. Retrieved from https://www.theguardian.com/global/2018/oct/04/ontario-six-nations-nestle-running-water <p><u>Watch:</u> • “Today’s Class – Sept 30” (≈5 mins)</p> <ul style="list-style-type: none"> • “Sustainability and Water” (≈10 mins) • Virtual Field Trip: Rideau River Cleanup (≈5 mins) • “Citation: A Very Brief Introduction” by North Carolina State University Library (2 mins) • “Introduction to Citation Styles: APA 7th edition” by the University Library at California State University Dominguez Hills (3 mins) <p>Meet: 12 pm noon – synchronous class Zoom session</p> <p>Guest Presenter: Jesse Vermaire, Assistant Professor, DGES & Environmental Science</p>	<p>Mon, Sept 28:</p> <ol style="list-style-type: none"> 1. post to weekly discussion forum 2. Marked Reading Response #1 due—please note that this must address the Robbins et al. reading
<p>6. Oct 7</p>	<p>Sustainability and Food</p> <p><u>Read:</u> • Pollan, M. (2010, May 20). The food movement, rising. <i>The New York Review of Books</i>. Retrieved from http://michaelpollan.com/articles-archive/the-food-movement-rising/</p> <ul style="list-style-type: none"> • Seufert, V. (2012, May 21). There’s nothing black or white about organic agriculture. Retrieved from https://theconversation.com/theres-nothing-black-or-white- 	<p>Mon, Oct 5:</p> <ol style="list-style-type: none"> 1. post to weekly discussion forum <p>Assignment #1 distributed at the end of class</p>

	<p>about-organic-agriculture-6687</p> <ul style="list-style-type: none"> • Grillo, C. (2016, May 25). Within reason: Getting the most from urban ag. Retrieved from https://clf.jhsph.edu/impact-stories/within-reason-getting-most-urban-ag • Bloem, M. (2019, September 19). For climate crisis and malnutrition, look at diet choice in context. Retrieved from https://clf.jhsph.edu/viewpoints/climate-crisis-and-malnutrition-look-diet-choice-context <p><u>Watch:</u></p> <ul style="list-style-type: none"> • “Today’s Class – Oct 7” (≈5 mins) • “Sustainability and Food” (≈15 mins) • Virtual Field Trip: Central Experimental Farm (≈5 mins) • Documentary Salon! Watch ONE (or more!) of the following documentary films with a thematic focus on food and sustainability available through Carleton’s MacOdrum Library—or explore another of your own choosing. You will be required to report on the film you watch to your classmates and relate it to course themes, materials, and discussions: <ul style="list-style-type: none"> • <i>Sustainable Fishing</i> (2018). SW Pictures. Helping Social Entrepreneurs Series. (22 mins) • <i>Urban Agriculture</i> (2011). Canadian Broadcast Corp. (41 mins) • <i>Angry Inuk</i> (2016). National Film Board of Canada. (82 mins)—<i>note that you may need to create a free NFB account to gain access to this film</i> <p>Other widely available (though not via Carleton, mostly documentary) film suggestions:</p> <ul style="list-style-type: none"> • <i>Just Eat It: A Food Waste Story</i> (2014) (75 mins) • <i>The Boy Who Harnessed the Wind</i> (2019) (113 mins) • <i>Sustainable</i> (2016) (92 mins) • <i>In Organic We Trust</i> (2012) (82 mins) • <i>In Defense of Food</i> (2015) (117 mins) <p>Or even these—not about food per se but linked closely with other course materials this term:</p> <ul style="list-style-type: none"> • <i>There’s Something in the Water</i> (2019) (73 mins) • <i>This Changes Everything</i> (2015) (90 mins) <p><u>Meet: 12 pm noon – synchronous class Zoom session</u></p>	
7. Oct 14	<p>The Limits of Sustainability?</p> <p><u>Read:</u> Read all of the following short posts by the Stockholm Resilience Center (SRC). For ONE of the posts, take a closer look at the peer-reviewed research article on which it reports as well. You don’t need to do a thorough read of the scholarly journal article, but rather more like a careful skim—study the composition, argument, and evidence of the piece, and</p>	<p>Mon, Oct 12:</p> <p>1. post to weekly discussion forum</p>

	<p>consider how it relates to the summary found in the SRC post.</p> <ul style="list-style-type: none"> • Stockholm Resilience Center (2019). If a city is resilient, is it also sustainable? Retrieved from https://www.stockholmresilience.org/research/research-news/2019-04-09-if-a-city-is-resilient-is-it-also-sustainable.html • Stockholm Resilience Center (2019). Context is key. Retrieved from https://www.stockholmresilience.org/research/research-news/2019-01-30-context-is-key.html • Stockholm Resilience Center (2019). Revitalizing for whom? Retrieved from https://www.stockholmresilience.org/research/research-news/2017-04-28-revitalizing-for-whom.html <p><u>Watch:</u> • “Today’s Class – Oct 14” (≈5 mins)</p> <ul style="list-style-type: none"> • “The Limits of Sustainability?” (≈20 mins) • “How to Recognize Plagiarism: Tutorials and Tests” – watch the embedded videos in the following online modules created by Indiana University and do the associated activities: <ul style="list-style-type: none"> - Online Module 1 (Basic Level) - Online Module 2 (Novice Level) - Online Module 3 (Intermediate Level) <p><u>Meet:</u> 12 pm noon – synchronous class Zoom session</p>	
<p>8. Oct 21</p>	<p>Sustainability on Campus I</p> <p><u>Read:</u> • CUAT Bulletin (2015). Sustainability movement grows across Canadian campuses. Retrieved from https://bulletin-archives.caut.ca/bulletin/articles/2015/12/sustainability-movement-grows-across-canadian-campuses</p> <ul style="list-style-type: none"> • Carleton University (2020). Sustainability annual report, 2018–2019. Retrieved from: https://carleton.ca/sustainability/wp-content/uploads/Sustainability-Annual-Report-2018-19.pdf • Familiarize yourself with the Sustainability Carleton website: https://carleton.ca/sustainability/ <p><u>Watch:</u> • “Today’s Class – Oct 21” (≈5 mins)</p> <ul style="list-style-type: none"> • “Campus Sustainability Final Projects” (≈20 mins) <p><u>Meet:</u> 12 pm noon – synchronous class Zoom session</p> <p>Guest Presenters:</p> <ul style="list-style-type: none"> - Philip Mansfield, Sustainability Manager, Carleton University - Student representatives from various campus organizations 	<p>Mon, Oct 19:</p> <p>1. Assignment #1 due</p> <p>Wed, Oct 21:</p> <p>2. post to weekly discussion forum—<i>by the start of class, 11:35 am</i></p>

Oct 28	No Class – Fall Reading Week	
9. Nov 4	<p>Virtual Research Workshop in the MacOdrum Library</p> <p>No reading for today.</p> <p><u>Watch:</u> • “Scholarly vs. Popular Sources: How ‘Emma’ and ‘Len’ Learned to Quickly Identify Academic, Peer-Reviewed Journal Articles and Still Have Time to Go for Coffee Before Class” (4 mins)</p> <ul style="list-style-type: none"> • Additional library videos TBA. <p><u>Meet:</u> 12 pm noon – synchronous class Zoom session</p> <p>Guest Presenter: Susan Tudin, DGES Librarian</p>	Group Project teams/topics established this week
10. Nov 11	<p>Engaging Communities</p> <p><u>Read:</u> • Waldron, I.R.G. (2018). The ENRICH project: Blurring the borders between community and the ivory tower. <i>Kalfou</i>, 5(2),394-405.</p> <p><u>Watch:</u> • “Today’s Class – Nov 11” (≈5 mins)</p> <ul style="list-style-type: none"> • “Engaging Campus Communities” (≈15 mins) • “Planning for Your Final Projects” (≈10 mins) <p><u>Meet:</u> 12 pm noon – synchronous class Zoom session</p> <p>Guest Presenter: TBA Representative from the Academic Advising Centre on Reading Your Academic Audit</p>	<p>Mon Nov 9:</p> <ol style="list-style-type: none"> 1. post to weekly discussion forum 2. Marked Reading Response #2 due
11. Nov 18	<p>Sustainability on Campus II</p> <p><u>Read:</u> Choose ONE of the following articles to read carefully; feel free to read or skim the others. You can use any of these to fulfill your Assignment #2 requirements. In class, you will be responsible for reporting on the contents to others.</p> <ul style="list-style-type: none"> • Levy, B.L.M., & Marans, R.W. (2012). Towards a campus culture of environmental sustainability: Recommendations for a large university. <i>International Journal of Sustainability in Higher Education</i>, 13(4), 365-377. • Breen, S.D. (2010). The mixed political blessing of campus sustainability. <i>PS: Political Science & Politics</i>, 43(4), 685-690. • Lu, F., et al. (2018). Inclusive sustainability: Environmental justice in higher education. In W. Leal Filho et al. (Eds.), <i>Handbook of Sustainability and Social Science Research</i> (pp. 63-81). Springer International Publishing. <p><u>Watch:</u> • “Today’s Class – Nov 18” (≈5 mins)</p> <ul style="list-style-type: none"> • “Sustainability on Campus” (≈15 mins) 	<p>Mon Nov 16:</p> <ol style="list-style-type: none"> 1. post to weekly discussion forum

	<ul style="list-style-type: none"> • “Writing an Annotated Bibliography” by Carleton University (3 mins) <p><u>Meet:</u> 12 pm noon – synchronous class Zoom session</p>	
12. Nov 25	<p>In-Class Workshop Session for Group Projects</p> <p><u>Meet:</u> 12 pm noon – synchronous class Zoom session</p>	Mon Nov 23: Assignment #2 due
13. Dec 2	<p>Final Group Presentations</p> <p><u>Meet:</u> 11:35 am – synchronous class Zoom session</p>	
14. Dec 9	<p>Course Conclusions</p> <p><u>Meet:</u> Zoom, 11:35 am – synchronous class Zoom session</p> <p>Guest Lecture: Dr. Ingrid Waldron, Dalhousie University</p> <p>Course Conclusions and Discussion</p>	
Friday, Dec 11		Proposal + Presentation due by 5 pm

Evaluation

Attendance and Participation: 20%

Online Posts (including Discussion Forum posts and Quick Reading Q&As): 5%

Marked Reading Response #1: 5%

Marked Reading Response #2: 5%

Assignment #1: 15%

Assignment #2: 15%

Group Sustainability Proposal: 20%

Group Presentation: 15%

Course Requirements and Grading

- 1. Attendance and Participation (20%):** This course and what you learn in it depend on your regular attendance, preparedness, and engagement. Together, attendance and participation represent a significant percentage of your total mark; each makes up half of this component of your grade. I will take attendance at each class, and this part of your grade is based on a simple tally. If you need to miss class because of an illness or another unforeseen circumstance, such as a technical difficulty, please contact me as soon as you are aware of this situation. Any unexcused absence will result in a penalty from the final grade. In terms of participation, you should come to class on time and prepared to make substantive, informed, and insightful contributions about course texts and topics during our discussions each week. This includes raising questions, engaging in discussion, bringing in relevant materials to share with your peers, and completing activities when requested, in both synchronous and asynchronous settings. Your participation grade is based on my qualitative

assessment of your active contributions in this regard across the course; it also entails your respectful engagement with your classmates and their perspectives.

- 2. Online Posts (including Discussion Forum posts and Quick Reading Q&As) (5%):** Throughout the course, students are expected to participate through brief written responses to course materials posted online. The bulk of this course component involves participation in weekly online discussion forums, in which students respond to more open-ended discussion questions about course materials for that week. Exchanges here will take place in advance of class meetings; students should plan to complete their preparations and post at least their initial remarks by the end of the day each Monday, unless noted on the Course Outline. Reading and further forum discussion, including any replies or responses to others' posts, can then continue up until class time. The goal of the discussion forum is to kick off our conversation about course materials, themes, and ideas that we will continue later in our synchronous check-in sessions.

In terms of the posts, each student should offer number of sentences to a short paragraph or two in response to one or more of the questions for that day. The posts don't have to be written in a formal way, but they should reflect evidence of sustained and thoughtful engagement with course materials and be free from spelling or grammatical errors. **These posts will not be marked, but points will be taken off for failure to submit posts or for posts of noticeably poor quality.** There are eight weekly forums across the term, and students are required to submit one or more posts to at least six of these—so this means that **every student is permitted to skip posts to the discussion forums during two weeks of the term without penalty.** Twice in the term you are responsible for uploading quick responses to more focused questions on key elements of the weekly readings' argumentation, intended as preparation for later marked reading responses and other assignments. Like the discussion forum posts, these quick reading Q&As are required, but they will not be marked. These posts, like all other assignments unless otherwise indicated, are due on the Monday before our class sessions on Wednesday.

- 3. Marked Reading Responses #1 and #2 (10%):** Twice this term you will respond to the assigned readings by composing a more formal reading response that addresses the text(s) for the week in question. Each reading response represents 5% of your final course grade. I will provide more details about this assignment in class. This task is intended to help you develop your skills of reading, writing, and analysis. These reading responses will be graded on a 0-5 point scale. Your work on the reading responses (and our exchanges about them) will also help prepare you to compose the longer written assignments due later in the term. Because we will discuss the readings in class, submission after class time is not permitted.
- 4. Assignment #1 (15%):** This is an **open-book, take-home written assignment** that will evaluate your understanding of the material presented in readings and covered in class to date. This assignment will include a combination of multiple choice, matching, and short answer questions, as well as a short essay based on a set of

prompts. (This short essay will prepare you for the analysis you will do in your writing to come.) More details about this assignment will be given in class. You will be given a detailed evaluation rubric along with the assignment, but all written work will be assessed in terms of the accuracy and precision of the understanding it conveys; the sophistication and originality of its argumentation; the validity and appropriateness of its evidence; and clarity of its prose.

Please note that while you are generally encouraged to talk about course material with your classmates and colleagues in and outside of class, *you are not permitted to discuss your answers to the written assignments for this course before you submit them for evaluation.* The work you turn in for any take-home assignments is meant to be yours alone, and all university policies regarding plagiarism and cheating apply. We will discuss these at length in class so there is no confusion.

5. **Assignment #2 (15%):** Your second written assignment for the Fall term is an **annotated bibliography** addressing a select number of sources you have investigated as part of the work you are doing on your group project. More details about this assignment will be given in class. This annotated bibliography assignment will resemble the work you are doing to analyze and synthesize readings and debates in your reading responses, and it will directly prepare you for your final group project.
6. **Campus Sustainability Proposal (20%) and Group Presentation (15%):** During the second half of the term, you and a few of your classmates will together generate a proposal for enhancing sustainability at Carleton. This is not just an academic exercise: your proposals have potential to be included in actual campus plans. For example, they may take the form of submissions to Carleton's [Green Revolving Fund](#) or [Green Engagement Fund](#), or a proposal directed toward the work of a group on campus, such as a student organization. More details will be given in class. Based on information relayed by our guest presenters and your input, I will establish the groups and more specific topics, to be finalized toward the end of Reading Week. In your work on this project, you will draw on the concepts and approaches we have covered in class as well as on independent outside research. Each person in your group will tackle a different component of the project, the breakdown of which you will identify and determine together, with my help. As a group, you will give a formal final online presentation to the class and to visiting Carleton representatives at the end of the term. Each person in the group must play an active role in generating and delivering the proposal and the final presentation. Your mark for these assignments will be based on a combination of individual and group graded components. You will submit your presentation notes and a brief report on your experience as well for your grade. In class, we will review expectations for the project and presentation, and do practice exercises. A number of segments of class time will be devoted to preparation for this project and your group work on it. These assignments are to be submitted electronically via cuLearn, **posted by 5 pm on Friday, December 11**, the official deadline for term work.

Grades

In accordance with the Carleton University Calendar, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

WDN = Withdrawn from the course

ABS = Student absent from final exam

DEF = Deferred (see below)

FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

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. Standing in the course will be shown by alphabetical grades.

Deferred Assignments and/or Grades

In the interest of fairness to all students, any assignment turned in late without an extension will be subject to penalties, amounting to five points off (out of 100) for each day late. Please reach out early and communicate with me if you are having, or anticipate having, problems completing course assignments on time. I am here to help you get the assistance you need to succeed in this course. Extensions may be granted in the event of extenuating circumstances only. Any significant extension may require documentation. I would like to help you get into the habit of turning in work on time.

If due to illness or circumstances beyond your control you are unable to submit essential assignments before the end of the term, only official deferrals petitioned through the Office of the Registrar will be honoured.

Additional Course Protocols and Policies

Course Materials: In addition to the materials posted to cuLearn before class, I will post any PowerPoint slides or links I show during our synchronous seminar meetings to our course cuLearn site *after* the session in which they have been delivered.

Communication and E-mail: I will communicate important information about the course to you via cuLearn. For all electronic correspondence about this course, please make sure that your e-mails to me:

- are sent from your Carleton University account
- include your full name
- include the course number, FYSM 1108A, in the subject line

In addition, please note that while I will do my best to respond to all e-mail inquiries related to the course, you should not expect an immediate reply or a reply during the evenings or on weekends. So plan accordingly. If you have more in-depth questions about course materials and/or your performance, come see me during my office hours. You can drop by anytime then, though I recommend that you make an appointment for a specific time so that I can reserve that space for you. If you are not able to make my office hours, we can arrange for an appointment at another time during the week.

Copies of Work: Please retain backup copies of all coursework you submit.

Academic Resources for Students

Carleton University has a variety of resources to help you improve your performance in this and other courses, enrich your learning, and adjust to university life more generally. We will have in-class presentations from some of the following programs and services, but it might be helpful to familiarize yourself with their offerings in advance:

The Academic Advising Centre (<https://carleton.ca/academicadvising/>) offers services to assist students in adjusting to academic life, improving learning skills, and making academic and career decisions, including drop-in sessions on academic advising (e.g., tips on your courses and major, etc.).

The Centre for Student Academic Support (CSAS) (<http://carleton.ca/csas/>) houses a number of different student services, including Writing Services (<https://carleton.ca/csas/writing-services/>), which offers drop-in and online tutoring appointments. CSAS also has a number of group support options, including Peer Assisted Study Sessions: <http://carleton.ca/csas/group-support/pass/>.

The International Student Services Office (<https://carleton.ca/isso/>) assists international students; students seeking help for coping with stress or crisis should contact either Student Affairs (<https://carleton.ca/studentaffairs/>) or Health and Counseling Services (<https://carleton.ca/health/>).

Susan Tudin in the MacOdrum Library, who will be working with our class this year, is also available for help on research-related matters. She can be reached via e-mail at susan.tudin@carleton.ca.

Please keep in mind that the above resources are not just for students who are struggling—anyone can improve, and the people who staff these programs can help you identify how.

Academic Regulations and Policies

We will go over some of this in class together, but do take some time to acquaint yourself with Carleton University policies, regulations, and procedures. Rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know is available on the following website:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Please consult the 2020-2021 Undergraduate Calendar (<https://calendar.carleton.ca/undergrad/>) for key information, such as this year's course **drop/add/withdrawal dates**, found here: <https://calendar.carleton.ca/academicyear/>

Requests for Academic Accommodations

Carleton provides [academic accommodation to students](#) for reasons of disability, religious observance, pregnancy and/or parental leave, sexual violence, and student activities. Providing accommodations simply means providing alternatives to students who cannot perform the essential requirements of their academic programs due to the reasons mentioned above. At no time does academic accommodation undermine or compromise the learning objectives that are established by the academic authorities of the university.

This section provides only a brief overview of the accommodations policy and process. Please contact [Equity and Inclusive Communities](#) for a full explanation.

Religious Observation: A request should be made in the first two weeks of the academic term, or as soon as possible where the scheduling of an event or activity conflicting with a religious obligation does not appear in the course outline or calendar. A list of multi-faith holy days is accessible through the [Equity Services website](#). Instructors can also contact Equity Services to confirm the eligibility of a religious event or practice.

Pregnancy and/or Parental Leave: Requests for parental leave must be made in writing to the Registrar's Office, or in the case of graduate students, to the Office of the Dean of Graduate and Postdoctoral Affairs. A student who is pregnant may request a temporary modification to her program (e.g., laboratory or field work). The student should meet with the instructor(s). The department chair/director and the faculty dean can assist in the discussion. An Equity Services advisor can also be consulted if a student has questions about pregnancy and/or parental leave.

Students with Disabilities: Carleton is strongly committed to providing access and accommodation for all individuals with identified and duly assessed disabilities. The university has a [Senate-approved policy on academic accommodation](#) that forms part of its human rights policy. The policy promotes efforts to accommodate students with disabilities so that they will have the opportunity to meet learning outcomes and be fairly evaluated in their performance. In no case, however, does academic accommodation negotiate away, lower, or remove the academic standards and learning outcomes of any course or program, rule, regulation, or policy at the university. Some students with disabilities may require special accommodations for tests and exams. In these cases, students must present you with a signed accommodation form from the Paul Menton Centre detailing their accommodation needs well in advance of the date of an exam. A copy of the [Paul Menton Centre accommodations policy can be found here](#).

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 where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit carleton.ca/sexual-violence-support.

Accommodation for Student Activities: Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, see [the policy](#).

Contacts:

Department of Equity and Inclusive Communities
503 Robertson Hall
613-520-5622
equity@carleton.ca
carleton.ca/equity

Paul Menton Centre
501 University Centre
613-520-6608
pmc@carleton.ca
carleton.ca/pmc

Academic Integrity

University regulations stipulate that any allegation of plagiarism, cheating, or other violation of conduct rules will be thoroughly reviewed. Academic dishonesty in any form will not be tolerated. To learn more about the university's policy on academic integrity (including what constitutes plagiarism, potential penalties, and procedures) see: <http://carleton.ca/senate/wp-content/uploads/Academic-Integrity-Policy1.pdf>

On Plagiarism: 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.

What are the Procedures? By university policy, any instance in which plagiarism is suspected must be reported by course instructors, along with all documentation, to the relevant Dean. The Dean writes to the student and to the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

What Are the Penalties for Plagiarism? A student found to have plagiarized an assignment may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; the award of an F, FND, or ABS in the course.

We will discuss plagiarism in more detail in class and review methods for proper attribution and referencing of others’ work.

Copyright

Carleton University is committed to compliance in all copyright matters. Noncompliance is a violation of the Canadian Copyright Act. In addition to any actions that might be taken by any copyright owner or its licensing agent, the University will take steps against any breach of this policy.

In Canada, copyright for a work is given automatically to the creator of the work. The work does not need to be marked or declared as copyrighted in order to be copyrighted. The majority of works in Canada are copyrighted.

It is important for students to understand and respect copyright. Copyright determines your usage rights for a particular work, which includes textbooks, web pages, videos, and images, both electronic and hard copy. Students may not photocopy entire or major portions of books or other works, even if it is only for their personal use. Carleton’s Fair Dealing Policy makes some allowances for copying small portions of works (see <http://carleton.ca/secretariat/wp-content/uploads/Fair-Dealing-Policy.pdf>). If journal articles or portions of works are available through the library, either as hard copies or electronically, students may make a single copy for their personal use. Students may not distribute copies of works that are under copyright.

For more information, please consult the MacOdrum Library’s copyright website: <https://library.carleton.ca/content/copyright-carleton>.