

GEOG/ENST 2005A Geographic Inquiry

2026-7, Fall Semester, Department of Geography and Environmental Studies

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Visiting hours: Thursdays 11:35 -1:25, or by appointment

Teaching Assistants

Sections A1 and A3: Azelie Blanchette

Sections A2 and Group visits: Linzi Redekop

Course page: <https://brightspace.carleton.ca/d2l/home/452688>

1. Course Description

This course introduces some of the many ways of knowing and being in geography and environmental studies when our interest is in the qualities of things rather than in their quantities. Course content is delivered in writing as weekly chapters posted on the course page in Brightspace. There are no lectures and no other required textbooks.

Students will read about 30 pages per week for ten weeks. Each week introduces a set of about 24 concepts. In weeks 1 and 12, students will receive a letter from the instructor, but there will be no new concepts posted.

During the scheduled lecture time (Thursdays, 11:35-1:25), one-third of the class will meet the instructor every week for group visits, to discuss their questions. Students will also schedule one individual zoom visit with the instructor in November, outside of lecture time, and participate in weekly 2-hour labs.

Consistent reading and attendance are VERY important for success in this course!

Students are expected to read the assigned material **before** their labs, participate in group activities, and make things in their labs every week. Manual writing and drawing tasks are self-paced rough work meant to help us think together; the quality of their contents is not graded and varying abilities are welcome. Hand work is assessed for evidence of engagement in process, which comes in many forms.

Our approach to geographic inquiry centres local theory in both structure and process by introducing the medicine wheel as a heuristic device to think with and as a template for organizing our learning.

The medicine wheel is a sacred symbol for the Algonquin Anishnaabee and in many other Indigenous knowledge systems. It has various forms and functions. Here, it operates as a framework in which progress is cyclical rather than linear and things are interconnected rather than separable. Students will not become experts on the medicine wheel. We will, however, respectfully borrow aspects of its structure to help us notice, question, and imagine improvements in academic knowledge practices.

Students will work in small groups, talking, writing (not too much), and drawing (not too well) on worksheets and cards, **with screens off/away**, as we move through two cycles of content.

The **first cycle** introduces the four philosophical domains that organize knowledge production: epistemology (how we know), ontology (what is real), subjectivity (what we are), and axiology (what is good).

The **second, longer cycle** explores Eastern, Southern, Western, and Northern approaches to geographic inquiry, followed by consideration of the final three directions: looking up to immaterial knowledge, looking down to our material context, and finally, looking within.

Labs

There are three lab sections, A1 11:35-1:25 Tuesdays, A2 2:35-4:25 Thursdays, and A3 11:35-1:25 on Wednesdays. **See the course page for room numbers.**

Students are expected to **attend the lab section in which they are registered** every week, where they will work by hand in four small groups with support from a Teaching Assistant. All materials are provided. No artistic skills or talents are required.

Opening activities

Every lab will begin with a visual activity and a closed-book short quiz based on that week's set of concepts. Quiz questions will be short-answer or multiple choice, with no time limit (group activities will move on, but sheets are not handed in until the end of the labs). Questions will reward students for carefully reading the assigned content before class but will not ask for specific recall of dates or details.

Concept cards

After this 15-minute opening exercise, each group will be assigned some of the week's concepts to workshop by discussing their understanding of them, their questions about them, and ways to illustrate or symbolize them. Printed copies of the associated glossary entries will be provided.

Every student will then choose or be assigned one of their group's concepts to turn into a draft concept card. Each draft card should illustrate one concept visually, with a list of things to know about it on the front, and a list of associated questions on the back. This draft work is not evaluated for quality or beauty; it just has to exist. If there are many students in a lab section, students in two groups could be assigned the concepts that are most challenging or important.

After some working time, draft cards will be passed from group to group, for classmates to add suggestions, comments and questions using Post-its and pencils. To end the workshopping exercise, students will skim their own marked-up draft cards and discuss the connections and questions they observed. Draft cards will then be set aside.

Students will take their marked-up draft cards home and revise them. In weeks 3, 5 and 7, students will post photos of one draft and revised card for peer review in Brightspace. In weeks 4, 6 and 8, students will be randomly assigned 3 cards made by their peers from outside their group or section to review using provided criteria.

At the end of the course, students will photograph their card decks—both the in-class marked-up drafts and their final drafts—front and back, and post them on the course page for evaluation.

Learning Worksheets

Every lab will end with journaling time, in which students write their reflections by hand on a provided weekly learning worksheet that organizes their thoughts and questions into seven sections. These sheets are handed in every week to serve as proof of attendance and engagement.

Students will work on a large piece of paper divided into the following sections:

- East – Spring & Babies: Seeds & Sprouting
What new thoughts are sparked, opened, or activated by these concepts?
What lands in your spirit?

- South – Summer & Youth: Growth & Pruning
What established thoughts are expanded, redirected, or cut back by these concepts?
- *What lands in your emotions?*
- West – Autumn & Adults: Harvesting & Processing
What is collected or preserved, and what is wasted or unrecognized?
What lands in your body?
- North – Winter & Elders: Digesting & Composting
What is taken in, broken down, or transformed?
What lands in your mind?
- Up – Sky & The Immaterial: Offering & Receiving
What speaks to your ancestral values and boundaries?
What lands in your beliefs?
- Down – Earth & The Material: Grounding & Planting
What speaks to space and matter?
What lands in your places?
- Inward - Self: Reflecting & Planning
What speaks to your identity and future?
What lands in your path?

In the last lab, students will work on one final worksheet that synthesizes the knowledge they have accumulated.

Group Visits

In addition to the labs, every week one group from each lab section (and thus, one-third of the class) will visit the instructor on **Thursdays from 11:35 – 1:25** for a low-pressure question-and-answer session. **See the course page for the room number; it is not the same as the labs.** There should be no scheduling conflicts as this is the time block set aside for lectures. Students are required to attend on their group's scheduled weeks—one before and two after midterm—and are welcome to attend more often.

Students should bring **all the concept cards they are working on**. Visits will begin with students from different sections working in small groups, sharing the questions collected on their concept cards, discussing them to find common themes and priorities, and writing the shared questions that emerge from this consultation on slips of paper, with each group using a different colour of paper.

Each group will then share its questions, organizing them spatially on a table to show overlaps and priorities, followed by discussion to clarify questions and remove redundancies. When the class is satisfied that its question structure has been consolidated, the instructor will use it to shape the discussion that follows, choosing question slips from each group in turn.

The last three weekly group visits will be mandatory hands-on workshops, one for each lab section. Students will sit with classmates from other groups while working independently to make a set of thank-you cards for the students they worked with all semester, including specific recognition of how they have each supported their learning. These cards will be handed in, compiled into personal bundles, and distributed at the final labs.

Individual Visits

This course has no final exam or term paper. Instead, students will have scheduled individual 20–30-minute Zoom visits with the instructor during the last three weeks of class, to discuss their questions and conclusions. A portion of this task will involve self-assessment.

2. Preclusions

There are no courses precluded by this course.

3. Learning Outcomes

By the end of this course, students will be able to:

- Carefully assess the reliability and effects of truth claims in geography and environmental studies.
- Confidently discuss the nature of reality, subjectivity, progress and knowledge.
- Explain how geographic inquiry is shaped by systems of power such as colonialism, racism, and sexism.
- Describe Western, Indigenous, and global approaches to knowledge production.
- Recognize their own positions as knowledge producers and consumers.
- Design a basic qualitative research project.
- Use visual and written skills to synthesize and share complex concepts.

4. Texts & Course Materials

All texts and materials will be provided on the course page or in class. Students are not required to purchase any textbooks or other learning materials.

5. Course Calendar

Week	Labs	Group Visits	Homework
Week One Sept 13-19	Orientation, complete first learning worksheet	Optional drop-in, all welcome	Read: Opening notes & glossary section on Epistemology
Week Two Sept 20-27	Epistemology - reading quiz, make card 1 and complete a learning worksheet	Group Ones from all three sections	Read: Ontology Revise cards 1 & 2 Use scheduler on course page to book individual visits during weeks 9-11.
Week Three Sept 27-Oct 3	Ontology - quiz, make card 2, fill worksheet	Group Twos from all sections	Read: Subjectivity Post draft & revised card 1 or 2
Week Four Oct 4-10	Subjectivity - quiz, make card 3, worksheet	Group Threes from all sections	Read: Axiology Review 3 cards from peers
Week Five Oct 11-17	Axiology - quiz, make card 4. worksheet	Group Fours from all sections	Read: Eastern Knowing Post draft & revised card 3 or 4
Week Six Oct 18- 24	Eastern Knowing - quiz, make card 5, worksheet	Group Ones from all sections	Read: Southern Knowing Review 3 cards from peers
Oct 25-31	Reading week	No visiting hours	No due dates
Week Seven Nov 1-7	Southern Knowing - quiz, card 6, worksheet	Group Twos from all sections	Read: Western Knowing Post draft & revised card 4 or 5
Week Eight Nov 8-14	Western Knowing - quiz, card 7, worksheet	Group Threes from all sections	Read: Northern Knowing Revise card 6 Review 3 cards from peers
Week Nine Nov 15-21	Northern Knowing - quiz, card 8, worksheet	Group Fours from all sections	Read: Immaterial Knowing Revise card 7 Finalize cards 1-3 Individual visits
Week Ten Nov 22-28	Immaterial Knowing - quiz, card 9, worksheet	Section A1 – Thank you card workshop	Read: Material Knowing Revise card 8 Finalize cards 4-6 Individual visits
Week Eleven Nov 29-Dec 5	Material Knowing - quiz, card 10, worksheet	Section A3 - Thank you card workshop	Read: Inner Knowing Revise card 9 Finalize cards 7-9 Individual visits
Week 12 Dec 6-12	Inner Knowing Final worksheets Receiving thanks	Section A2 - Thank you card workshop	Finalize card 10. Post all final concept cards by midnight Dec 11

6. Evaluation System

Component	Weight
Worksheets – Completed and submitted in labs every week	20%
Reading Quizzes – Completed and submitted in labs every week	20%
Concept Card Decks – Due on Dec 11, the last day of classes	30%
Individual Visits – Scheduled between Nov 15 and Dec 5, 20-30 minutes	10%
Group Visits – Once before and twice after midterm, see calendar for group dates	15%
Thank-You Cards – Completed and submitted in final group visits	5%
Total	100%

Worksheets — 20%

Students' weekly attendance and engagement in the labs is assessed through their learning worksheets. Each weekly worksheet has seven sections corresponding to East, South, West, North, Up, Down, and Inward. Students receive one point for each section containing substantive notes, plus three points based on the overall quality of engagement demonstrated across the worksheet (low, medium, or high). Students will receive feedback on at least 3 worksheets by midterm.

Students will orient their worksheets to the four directions and move around them to record their responses to the prompts for each section. The emphasis is on thoughtful engagement rather than polished prose. Writing must be legible and comprehensible, but its style can be informal and in point form. Contents should be generally relevant but they will not be assessed for accuracy, prettiness, grammar or cleverness. Varying abilities are welcome. Students will learn how to use their worksheets in their first labs.

Lab Reading Quizzes — 20%

Each lab begins with a five-question, closed-book quiz based on the assigned readings for that week. Each question is worth two points.

The quizzes assess whether students have completed and carefully considered the assigned material before coming to the lab. Questions will focus on understanding and interpretation rather than recall of dates, names, or other specific details. Answers will

be brief. Papers are not collected until the end of class so students can return to the quiz questions if they wish.

Students write their answers on the cover of their weekly worksheets. Quizzes are graded by their TA. The points for missed quizzes generally cannot be recovered.

Concept Card Decks — 30%

Students will produce and revise 10 letter-size illustrated concept cards, every week from weeks 2 to 11, using supplied materials. Concepts will be distributed among groups in the labs every week. Each card will represent the assigned concept both visually and in writing.

Draft cards— 5%

Students will create 10 draft cards during their labs and pass them among groups so that classmates can add suggestions, connections, and on the flip side, their questions. Hand work is expected to be rough. Students will photograph or scan these draft marked-up cards and post them along with their revised and final versions. Each one is worth .5%, assessed pass/fail. Because these cards depend on in-person group work, grades for missed marked-up drafts cannot be made up.

Peer review — 12%

Students will revise their cards at home using the feedback collected during the labs. Revised cards should represent the assigned concept visually, provide a point-form summary of the concept's meaning and significance, and, on the reverse side, present an FAQ based on questions raised during the draft-card process, with the student's own short-answer responses.

In weeks 3, 5, and 7, all students will post photos of both the draft and the revised versions of a concept card from one of the preceding two weeks for peer review in Brightspace. Revised cards can only be made digitally if accompanied by photographs of their hand-made in-class drafts. Students receive 1% each for making these posts on time, half for the draft and half for its revision, by pass/fail.

In weeks 4, 6 and 8, all students will review 3 of their peers' posted concept cards, for a total of 9 reviews, using a provided rubric. Reviewers will identify particular strengths and provide specific suggestions to help the card-maker revise their work. Reviews will be evaluated by TAs for helpfulness, specificity, timeliness and accuracy; each review is worth 1% of **the reviewer's** final grade.

Final cards - 12%

At the end of the semester, students will submit front and back photos of 10 final concept cards, along with their marked-up handmade drafts, by posting them in Brightspace.

Final cards may only be made digitally if accompanied by photos of their handmade marked-up drafts and therefore only if the student attended the associated lab. If a draft card was handmade outside of class due to absence, the associated final card must also be made by hand. Final cards will be assessed for the qualities of the conceptual and visual work, including:

- accuracy and understanding of the concept;
- thoughtfulness and usefulness of the questions and answers;
- effectiveness of the visual representation;
- integration of feedback from the draft process; and
- overall care and completeness.

Final Gallery - 1%

At the last lab, students will bring their 10 final cards and display their favourite(s) in a class gallery. Assessed by pass/fail. As this is a group activity this portion of the grade cannot be made up.

Individual Visit — 10%

Each student will participate in an individual 20–30-minute Zoom meeting, in which they will discuss their own learning. Students will select from a range of available time slots using a scheduling tool on the course page.

Assessment will consider the student's ability to synthesize ideas developed throughout the course, make meaningful connections among concepts and directions, reflect on their own position as a knowledge producer/consumer, and discuss the significance of their learning clearly. A portion of the grade will be based on self-assessment.

Group Visits — 15%

Students are required to attend **their assigned group visits**: one before midterm and two after midterm. Students are welcome to attend more often if they wish.

The first two visits are question-and-answer sessions; students are expected to bring all the concept cards that they are working on and to contribute questions and comments to the conversation. Grades will assess preparedness, presence, participation, contribution to collective question-building, and engagement with classmates' ideas.

During their final workshop, students will make a set of thank-you cards for their 4–6 group members, with one card for each person. Participation in this hands-on workshop is included in this part of the grade.

Thank-You Cards — 5%

Students' thank you cards will be collected and their contents will be graded for specificity, creativity, completeness, relevance and quality. They will be bundled into personal sets and distributed at the final labs.

Lateness and Absences

Collaborative group work is important in this class, so please prioritize showing up for each other. This course is designed to support participation by students with widely varying levels of preparation, ability and expertise and to minimize social and academic anxieties. **Every student is important** for our learning process.

Students who must miss a lab due to exceptional circumstances can submit a worksheet completed at home for evaluation up to one week late, at the following lab. Worksheets more than one week late will receive half-marks.

The grades for missed quizzes cannot be made up. However, the lowest quiz grade will be dropped in the final calculations.

Students who have missed a lab should email their TA within one week of the missed lab to be assigned a concept and hand make a card at home. Grades for missing marked-up in-class drafts (.5% each) generally cannot be made up as they reflect engagement in a group process that cannot be reproduced outside of class; students with exceptional situations can email their TA to appeal. **If a draft card is made outside of class, both its revised and final copies must be handmade (not digitally produced).**

Students who miss their scheduled group visits for unavoidable reasons may attend a subsequent week, however, their first visit must fall before midterm or those grades are forfeit. Students who miss their second visit can similarly attend another groups' second visit, however, it must fall before the thank-you card workshops. The timing of

the thank-you card workshops is tight so there are very limited opportunities for students to make up for missing their assigned date. Cards made at home will receive half marks if they are handed in before your last lab. Cards received after your last lab will not be graded. Spaces for students who are not scheduled to be visiting that day are limited by the classroom size and will go on a first come, first served basis.

Final cards posted after the deadline of Dec. 11 (the last day of classes) will be penalized 5% per day including weekends until midnight Dec. 16, after which those grades will be forfeit.

Final Grade Approval

Grades will be posted on CULearn as they become available. However, 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.

6. Generative AI

Students may use AI to support their comprehension of course concepts and collection of knowledge. However, concept cards must be made by the students, by hand at least once, and may not rely on AI-generated summaries. Students are urged to consider the limitations of AI, including its tendency to hallucinate false information. <https://theconversation.com/what-are-ai-hallucinations-why-ais-sometimes-make-things-up-242896>. AI reduces the meaningfulness of perfect results and increases the significance of manual processes and material engagement (as reflected in this course design).

The enormous environmental costs of our queries should also be considered, and their de-skilling effects, especially as you are paying so much, in time and money, to be here to learn. We learn most from practice and failure; when AI reduces both, we reduce our own growth. There are, however, circumstances in which the benefits of using AI outweigh its risks; for instance, it can compensate for disabled executive function or provide discussion support for students whose first language is not this one.

Students seeking AI support for academic tasks are strongly encouraged to use the generative AI research tools licensed and vetted by the Carlton library. Platforms such as Scopus AI, Web of Science AI, and the Dimensions AI Assistant are accessible through the library database catalogue and provide secure, natural-language interfaces, that can reliably synthesize academic literature that is often hidden behind paywalls from other systems like Chat GPT. These tools can help map concepts and explore data. Microsoft Copilot is the university's approved platform for general writing and organization workflows.

The risks and benefits of AI in knowledge production is one of the topics we will consider in this course. The friendly folks at MacOdrum Library are happy to help you learn how to properly use and cite AI in your work. As our understanding of AI and its relationship to student work and academic integrity continue to evolve, students are required to discuss their use of AI in any circumstance not described here with the course instructor to ensure it supports the learning goals for the course.

7. Community values

In this course, mutual respect is required in all interactions. This means we try to avoid giving or taking offense, and we slow down or take space if things become heated, aiming to explore rather than persuade. The open exchange of ideas and perspectives thrives on trust, kindness, and curiosity and is held back by fear of judgement and exclusion.

This course is therefore framed by the relational ethics of hospitality and kinship. If something or someone is inhibiting your participation or making you uncomfortable in class, please promptly bring this issue to the attention of the Teaching Assistant or the Instructor. Creating an inclusive, welcoming learning environment takes a team effort. We rely on feedback from students to make this the best experience possible.

The usefulness of this course depends on student engagement. Courtesy protocols will be explained and expected. Please be aware that your attention (or lack thereof) is palpable; if you are distracted during class encounters or skip classes this has a negative impact on the rest of your group.

To help you remain attentive and accommodate varying bodily needs, synchronous scheduled activities will include regular breaks and be brief or self-paced. We will work under natural light whenever possible. Students are welcome to non-disruptively move, stretch, put their feet up, drink, eat, knit, or otherwise make themselves more comfortable. **Students will be working in groups passing materials around so please inform the TA if you have concerning contact or environmental allergies.** Students might be asked to keep some highly allergenic snacks or fragrances out of the classroom.

If you live in circumstances that limit your availability, please let us know early in the semester so we can find solutions (for instance, you may have caregiving, health, or resource constraints). **Unless there are exceptional circumstances, students are expected to schedule their employment or other activities around their class obligations.**

Communication Protocol

There are many ways to communicate with each other and with the teaching team in this course, each suited to different circumstances. **Emailing the instructor is usually your last resort.**

Questions about course content, assignments, or policies should be asked on Brightspace, using the 'Ask the Instructor' form so that the answers are available to everyone who might benefit from them. This helps keep things fair.

If you need to connect with a classmate on course-related issues, you can post your question or request using the Peer to Peer Exchange forum on the course page in Brightspace.

Questions or concerns about how you are doing on your own assignments should be addressed to your Teaching Assistant, who will be grading your weekly work with oversight by the Instructor and using rubrics to ensure that grading is consistent and fair for all students. However, mistakes can be made, or clarifications helpful. Students who wish to appeal or discuss their grade(s) are welcome to do so, as follows:

- 1) A 'cooling off' period of 24 hours is required. This is to ensure that students have the time to consider the evaluation provided.
- 2) Grade appeals must be made in writing and emailed to the Teaching Assistant. The course code (GEOG/ENST 2005) must appear in the subject line. To respect your confidentiality, correspondence must be sent from a Carleton email address. Students should summarize the grade they received and explain why they believe this evaluation is unfair or inaccurate.
- 3) The Teaching Assistant will either agree or arrange to meet with the student (virtually or in person) to discuss the grade.
- 4) If the Teaching Assistant and the student are unable to come to terms, they will both meet with the Instructor. Grades may be increased, decreased, or remain the same.

If you have a private issue pertaining to the course that you need to discuss, or need to schedule a meeting outside of the labs and Instructor visits, please email your Teaching Assistant or the Instructor, depending on the nature of the issue (ask yourself: who can fix this, or needs to hear this, or might have what I need? You can also take your Teaching Assistant aside during the work time in your labs or have a word with the Instructor during the group work part of your visits, to arrange a later conversation. Do not assume we will be available after your labs.

If you email the teaching team, please include the course code in the subject line (like, "GEOG/ENST 2005, Request for meeting" and tell us in the email what you need or why you'd like to meet (you don't have to get into sensitive details). This will help us respond usefully. Please note that email is monitored during regular working hours (8:30-4:00) Monday to Friday.

It may take us 24-48 hours to respond. Messages received Friday afternoon might not be read until Monday. The Instructors voice mailbox is not regularly monitored.

Before emailing your inquiries, please be sure to review the materials posted on Brightspace to see if your questions or needs have already been addressed.

Academic Integrity

Ideas and the words that express them are the currency of the academic world. Good scholarship locates itself within its field by showing, through proper use of citations and bibliographies, whose ideas it has borrowed and built upon. Scholarship that fails to do so steals intellectual property and cannot contribute to the advancement of knowledge.

Plagiarism is defined by the Carleton University Senate 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 it as your own, without proper citation or reference to the original source;
- Submitting work written, in whole or in part, by someone else;
- Using ideas, direct quotations, or paraphrased material without appropriate acknowledgement in any academic assignment;
- Using another’s data or research findings without attribution;
- Using direct quotations without quotation marks;
- Handing in substantially the same piece of work for academic credit more than once without prior written permission from the instructor.

Plagiarism is a serious offence that cannot be resolved directly with the instructor. All suspected cases are sent to the Associate Dean, who conducts a rigorous investigation, including an interview with the student. Penalties are not trivial and can include failing the course.

It is the students’ obligation to ensure that they are familiar with the rules for proper citation and attribution of sources. I urge you to be extremely careful in this regard, particularly if you are using on-line or other non-standard sources. The library website offers a wide range of style guides and other citation tips as well as subject area specialists who would be happy to assist you.

8. Statement on student mental health

As a 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. For more information, please consult <https://wellness.carleton.ca/>

Emergency Resources ([on and off campus](#))

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

Carleton Resources

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

Off Campus Resources

- Distress Centre of Ottawa and Region: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
- The Walk-In Counselling Clinic: for online or on-site service <https://walkincounselling.com>

9. Requests for academic accommodations

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students*

in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

If you need a short-term accommodation, please **email your TA** with the course code in the subject line. Medical notes are not required. However, unless there are exceptional circumstances, **extensions must be negotiated before assignments are due**.

If you need long-term or more complex accommodations, please **email your instructor with the course code in the subject line**.

10. Course copyright

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copyright protected and remain the intellectual property of their respective author(s). All course materials, including presentations, outlines, and other materials, 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).