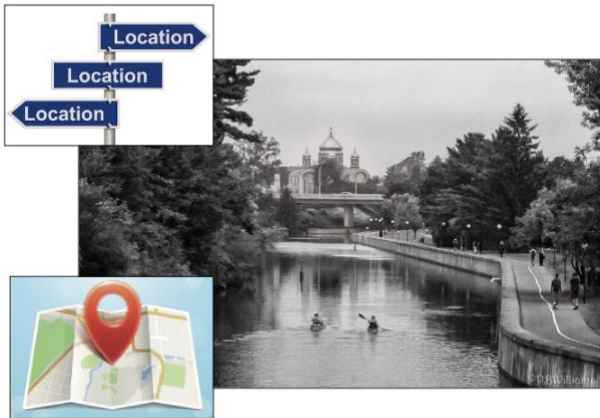




Department of Geography and Environmental Studies FYSM 1101 – Location is Everything

Course Syllabus: 2026-27

Instructor: Dr. Paul Williams, PhD
Office: Loeb B353
Office Hrs: Wednesdays 1:00-2:30 (or by appt.)
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Brightspace: <https://brightspace.carleton.ca/d2l/home/370200>

The Course

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

“Location, Location, Location”

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

What is an FYSM?

Overall Objectives of a First-Year Seminar or “what should I have gained by the end of the year?”

A First-Year-Seminar (FYSM) is a different sort of freshman undergraduate course. Most of your classes will be single-term lecture courses, held in large lecture theatres with hundreds of other students. In such courses, you are more often than not anonymous: your professor or course instructor usually will not know who you are. An FYSM is a small class (maximum of 30). Most are also full-year courses where you will meet every week. This environment allows you to get to know your professor and your peers.

The first year seminar is intended to help you feel comfortable and productive within the university environment and to learn skills in a more relaxed environment that you can use throughout your undergraduate program. So, by the end of the year it is hoped that you will have learned how to: read and think critically; conduct university level research – including the development of media literacy skills; write a university research paper; present ideas to a broader audience; and understand the challenges and benefits of adopting a teamwork approach.

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

Why is an FYSM Different?

Besides giving you a small classroom experience, this class is intended to help you achieve specific goals, including:

- close analysis of texts, theories, etc., (not just rote memorization of texts written for first-year courses),
- interactive learning (particularly with me),
- early assessment and evaluation,
- a culminating project (providing a transition to upper-year work),
- presentation of term work,
- teamwork (small-group assignments and projects), and
- consultation and advising with me in terms of course issues as well as the first-year experience, more generally.

Course Info:

Format

This is an **in-person** course (not online; classes will not be recorded). We will meet in the assigned classroom unless indicated in the course timetable. Field trips will meet off-campus (you will be required to make your own way there). We will also meet in the Library and the Carleton University Art Gallery for workshops. Please familiarize yourself with the timetable for details and check it regularly, as it may be changed if circumstances warrant. Changes will be noted in advance by emails and announcements on **Brightspace**. Check the Brightspace page regularly. All course material, assignments, and instructions will be posted on Carleton's Brightspace platform. The FYSM 1101 homepage will provide links to course materials, upcoming deadlines, and announcements. All coursework will be submitted in the designated Brightspace dropboxes.

Brightspace

Carleton University uses Brightspace for course platforms. Our course Brightspace platform can be found at:

<https://brightspace.carleton.ca/d2l/home/370200>

Course content will be posted on **Brightspace** these include: the course outline, lecture slides, assignments, and any announcements. As they become available, your grades will also be posted on **Brightspace**. Please notify me of any omissions or inaccuracies. Assignments are to be submitted in **Word** format only, please, and in the required dropboxes on **Brightspace**. Assignments submitted in other formats (e.g. pdf) may not be marked.

Phones and Computers in class:

A laptop is essential for full participation in class. I ask that you bring it with you to every class as they will be used on occasion for in-class work. **I look dimly, however, on those who spend time during class online checking messages or emails, browsing Instagram or Tiktok, playing games, or completing assignments for other classes. Similarly, with cellphone uses. There is no need for texting, game playing, internet searching, etc. in a university class – especially a seminar! Please put your phones away during class unless they are needed for work or there is an emergency (I have carry a phone for emergency family purposes and as a clock).**

Course Readings:

There is no course textbook. Readings will be assigned as required (electronic articles from journals, newspapers, websites, etc.).

Communication:

PLEASE NOTE!!! I use **EMAIL** to communicate!! **This means that you MUST get in the habit of checking your UNIVERSITY EMAIL regularly.** I will not take excuses that you didn't know about something if you haven't been checking your mail. I will also post announcements on Brightspace. Further, if I have emailed you asking for confirmation that you have received my email it means that you **MUST** send back a reply saying "received"! **If I have emailed you individually, or replied to a query, it is common courtesy to respond by noting that the email has been read.**

A “thank you” goes a long way too! I may be reached during my office hours or by email. I will return email inquiries as soon as I can. **Please place “FYSM 1101” in the subject heading. Please only use your Carleton University email to contact me!!**

Course Evaluation:

My Goals

My goal in this course is to give you the space to develop skills that you will need to succeed in subsequent years at Carleton. These skills will also be transferrable to other courses, whether you are a Geography student or not. Why is this important? Well, university is a big step up from high school. There is a whole different set of expectations whether these be from your professors or from you yourself regarding your post-graduate prospects. University learning also requires a different skillset or, at least, a more mature skillset. It requires a different level of discipline. At times, you will feel that you have a lot more “free time,” or that there is less structure, or that you are completely at-sea and overwhelmed. This is natural. Your profs all know this – we have been there too (although for me it was over 45 years ago).

Therefore, you must establish good work habits, self-discipline, and good time management. This is not necessarily easy, and some of you are bound to struggle at times. You will make mistakes and may not always do as well as you would like. So, how does the FYSM help? Well, this is the *ideal* place to hone new skills, try new things, and establish good work habits in a more comfortable and ‘lower risk’ environment where there is more time and the freedom to practice and improve. And to make mistakes! Over the next few years, you will come to realize that your degree is meant to do far more than “teach” you the subject material. While the latter is important, your degree is also a time to learn and develop skills that will be applicable when you leave this place. It is a time where you are “learning to learn.” This course has been carefully designed to value skill development over grades.

My (‘alt’) grading philosophy:

This year, I am adopting a new approach to grading – Alternative Grading (‘alt’ grading). This is intended to help you transition from what you have been familiar with in high school and to allow you to guide your own progress, skill development, and success at the university level. Learning (especially complex concepts and tasks) is rarely passive. It requires consideration, planning, effort, and learning from mistakes. This is the best time to figure this out. Like all things, skill development requires trial and error, but how can you give yourself the *permission* to *try* and *make mistakes* when mistakes often result in lower grades?

Traditional models of grading disincentivize skill development and can lead to a final grade that does not speak clearly to your knowledge and abilities. This course uses an alternative grading model specifically designed to allow for trying, revising, and tracking your own improvement.

You will still have assessments, you will receive feedback on your work, and you will work to improve based on that feedback. However, in this alternative grading model, students have the freedom to focus on their learning by taking grades out of focus during the learning process. Instead of receiving a percentage grade for a given assessment, you will receive a word that will represent whether you successfully achieved the

purpose of the assignment. Although you won't receive grades on individual assessments in this course, you will be assigned a letter grade at the end of the semester (as per Carleton's regulations). How do I decide what letter grade to assign you? I don't. You do.

"How do I get the grade I want?"

No matter what passing grade you are aiming for, everyone who wishes to achieve the course credit must demonstrate that they have accomplished all the learning outcomes of the course including:

- ***Think** critically about geographical and environmental issues, like location and the impacts of climate change.*
- ***Conduct** university level research – including the development of media literacy skills.*
- ***Write** a university research paper in the social sciences*
- ***Communicate** basic geographical ideas effectively to a broader audience*
- ***Exhibit** effective collaboration strategies by working with classmates and contributing constructively to group discussions and shared tasks.*
- ***Demonstrate** knowledge of basic concepts in human geography, including concepts of location, place, and culture.*

While each student is expected to achieve all the above, each student will also set their own learning goal based on their capacity and learning goals. There are 4 'Paths' for achieving the course credit, each with different expectations (and a different final letter grade). **To achieve a certain Path, you must meet a certain level of achievement on each listed assessment.** The *Path* for which you meet all requirements will determine the final letter grade submitted to the university at the end of the semester.

Some assessments have a single threshold for success (marked as "Success"). Others have different thresholds based on your level of mastery of the required skills ("Beginning", "Developing", and "Accomplished"). These are shown in the **"Grade Grid"** below and are detailed in the assessment descriptions and rubrics for each assignment. **Path 1 below represents the minimum requirement to earn credit for this course.**

Grade Grid:

Path 1 (C+)	Path 2 (B+)	Path 3 (A)	Path 4 (A+)
Initial writing assignment – tell me about yourself!	Initial writing assignment – tell me about yourself!	Initial writing assignment – tell me about yourself!	Initial writing assignment – tell me about yourself!
Participation worksheet (9/14)	Participation worksheet (10/14)	Participation worksheet (11/14)	Participation worksheet (12/14)
Mental mapping OR Think about place assignment	Mental mapping OR Think about place assignment	Mental mapping AND Think about place assignment	Mental mapping AND Think about place assignment
Debate participation	Debate participation AND write-up	Debate participation AND write-up	Debate participation AND write-up
Group Project - Beg	Group Project - Dev	Group Project - Dev	Group Project - Acc
Build-A-Paper Attempt 5 parts Succeed 3/5	Build-A-Paper Attempt 5 parts Succeed 4/5	Build-A-Paper Attempt 5 parts Succeed 5/5	Build-A-Paper Attempt 5 parts Succeed 5/5 Full Final Draft

“What if I don’t achieve my desired success level?”

For all assessments you can choose to **revise** your work and resubmit it. The requirements for your resubmission will depend on where you need to improve and will be clearly communicated in your feedback, so you know exactly what is expected. There will be no revisions for the worksheets, but you must make sure you submit the required number to meet the requirements for your chosen path. Talk to me!!

A note about assessment deadlines:

All deadlines will be posted on Brightspace. Make sure to take note of them in your own calendars and planners. It is your responsibility to ensure you adhere to all assessment deadlines. Unlike graded courses, there won’t be deducted marks for late submissions. However, don’t take me for granted or abuse my good will. I would rather you do the assignment than not. You don’t learn what is needed by not doing the work. Each assignment has a purpose. If you are struggling to get things done, please talk to me rather than just leave things undone. I am happy to discuss extensions, but don’t just assume I will accept late assignments with no explanation. I know that there will be times when you have a lot on your plate and can’t meet a deadline, however, you **MUST** communicate with me!! Finally, be aware that consistently missing deadlines puts pressure on you, not only in this course, but in all your courses. Time management is a skill that must be part of your learning!

Evaluation: Deliverables (Fall Term – FT; Winter Term – WT; Both Terms - BT)

- *Assignment 1* *Mental Mapping Exercise and write up (FT)*
- *Assignment 2* *Thinking About Place (observation and analysis). (FT)*
- *Assignment 3* *In Place – Out of Place Debate write-up (FT)*
- *Assignment 4* *Final Creative Group Project Location and Climate Change - Why Does Geography Matter (BT)*
- *Assignment 5* *Build a Paper [Theme Location and Climate Change – Why Does Geography Matter?] (BT)*
 - *Research outline and proposal*
 - *Annotated Bibliography*
 - *Introduction*
 - *Findings*
 - *Analysis*
 - *Conclusion*
 - *FULL DRAFT (for A+ category)*
- *Participation* *includes: (a) attendance, (b) completion of short exercises/ worksheets from workshops, (c) qualitative contribution to class discussion and projects, (d) attendance at fieldtrips, and (e) meetings with me – both individual and group sessions. Completion of Worksheets - there are several worksheets in each term accompanying in-class exercises/ activities and field trips and will be completed in class time. A certain number must be completed to meet the grading requirements [NOTE: These are not marks but will be used in course participation assessment].*

Detailed Evaluation Breakdown:

Short Assignments – Assignments 1 & 2

These are short, fun exercises that will form the basis of class discussion – they consist of a 2-4 page write-ups. Assignment 2 builds from work in Assignment 1.

Assignment 3

This is a 4-5 page write-up of the class graffiti debate.

Final Poster Project – Assignment 4

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

Please be aware, that this will be a group project. You will, however, be assessed on your individual contribution to the group project, not as a group.

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

Build a Paper – Assignment 5

This is called, “Build a Paper” (BAP). It is an individual project that will be “constructed” through both the Fall and Winter Terms and will involve the production of a number of parts of a research paper, including: a research proposal or outline; an introduction and conclusion; findings; a short annotated bibliography; and a summary/ analysis of your findings. **NOTE: For those wishing to fulfil the requirements of the A+ grade category, you must submit a final full draft of the Build-a-Paper (this means bringing together all of the different parts in a full written format with citations and full references) at the end of the Winter Term.**

The BAP will be paired with the group project with the theme - Location and Climate Change - Why Does Geography Matter? (i.e. you will be preparing projects from the same research. The purpose of this is to explore two different ways of presenting the same material – a research

paper and a presentation). **NOTE: these sections will be due at different points in the year. You will choose a topic in the Fall Term. NOTE: there will be one set one-on-one meeting with me** at the beginning of the Winter Term to discuss progress and any other course concerns.

Participation

Your **participation in and contribution to class discussions** is an important component of your final grade in the course. **I take this component of the evaluation very seriously. It is a key element of the first-year-seminar. Regular attendance (and being on time) is important in order to ensure that we have lively and full discussions. Attendance is only part of participation, however.** It includes: (a) attendance, (b) completion of short exercises/ worksheets from each workshop, (c) qualitative contribution to class discussion and projects, (d) attendance at fieldtrips, and (e) meetings with me – both individual and group sessions. I expect you to come to class prepared to raise questions, to actively engage in discussions and to bring in relevant materials to share with your peers.

PLEASE NOTE: There are a few select fieldtrips that are part of the course curriculum. These are mostly in the Fall Term. They will require walking and observing the surroundings. I believe that Geography is best learned in the field. If you have any issues that make participation in these events problematic, please talk to me in advance. There are also Library Workshops in both terms. In the Winter Term, there is an optional fieldtrip to the Canadian Museum of History (there is a small fee for this). We will also be making a visit to the Carleton University Art Gallery. There are worksheets attached to all of these activities.

Worksheets

There are regular (though not weekly) exercise worksheets to be completed throughout the year. These will be completed and submitted in class. They pertain to the topic being explored and discussed each week. They will be based on your thoughts and observations. Some will be done individually, while others will be group based. **Please check the Course Rubric to see how many of these are required to meet the different grade categories. These will be marked as simply complete/ incomplete.**

Please Note:

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

General Rubric [more detailed rubrics will be attached to each assignment]

Several criteria will be important in influencing the final assessment on an assignment, including:

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

As noted above, all assignments are to be submitted electronically on Brightspace. Please ensure that you are familiar with the Brightspace format. Please Retain Copies of Work Submitted.

Other Important Academic Notes

Final grades:

PLEASE NOTE: Standing in a course is determined by the course instructor and is subject to approval by 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.

Student Rights & Responsibilities

Students are expected to act responsibly and engage respectfully with other students and members of the Carleton and the broader community. See the [7 Rights and Responsibilities Policy](#) for details regarding the expectations of non-academic behaviour of students. Those who participate with another student in the commission of an infraction of this Policy will also be held liable for their actions.

Academic Conduct:

I am happy for you to work cooperatively with your classmates; however, identical assignments will be considered as a potential breach of proper University Academic Conduct and as a possible Instructional Offense. Therefore, please ensure that all your work is submitted in your own words. Furthermore, please be careful to always reference the work of others. This includes the use of AI. Please familiarize yourself with University regulations -Academic Integrity Policy regarding academic standing and conduct (<https://carleton.ca/secretariat/wp-content/uploads/Academic-Integrity-Policy-2021.pdf>).

Please avoid submitting work that was prepared for another course without permission from me. Although this is technically not an academic offence, it is bad practice and lazy. Moreover, the assignments in this course are structured in such a way that it makes no sense to do so.

Please note that breaches of academic conduct must be reported to the Chair of the Department and then to the Dean. Each case is reviewed and, if it is not resolved by the Dean, may be referred to the Senate for a final decision. The University's definition of plagiarism includes:

"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:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., Copilot, ChatGPT)*
- 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 with proper citations when using another's works and/or failing to use quotation marks."*

Deferred Assignments and/or Grades:

Only official deferrals petitioned through the Office of the Registrar will be honoured. If you are unable to complete assignments because of illness or other circumstances beyond your control, you may apply within five working days to the Registration Services Office for permission to extend a deadline. 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>]

Academic Accommodations

Carleton is committed to providing academic accessibility for all individuals. Please review the processes for [academic accommodation requests](#). Note that the information on the Academic Accommodations website does not need to be duplicated in all course outlines; instead, please include the following paragraph in your course outlines:

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).

Important University Regulations – Notes from the Paul Menton Centre

For Students with Disabilities:

Students with disabilities requiring academic accommodations in this course are encouraged to contact a coordinator at the Paul Menton Centre for Students with Disabilities to complete the necessary letters of accommodation. <https://carleton.ca/pmc/registering-with-pmc/> After registering with the PMC, make an appointment to meet and discuss your needs with me.

For Religious Observance:

Students requesting academic accommodation based on religious observance should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event.

Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

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

For Pregnancy:

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

Student Life Services

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

Statement on Student Mental Health

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

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

Useful Carleton Contacts

Help 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, ph. 520-7850, www.carleton.ca/sasc
- **International Student Advisory:** 501 University Centre, ph. 520-6600, www.carleton.ca/isa/
- Research Assistance Staff at **MacOdrum Library** (reference services desk), ph. 520-2735, www.library.carleton.ca

AI Policy in this course

You will be allowed to use Generative AI in some of the course assignments, but, with limitations. I will discuss what is meant by Generative AI, and where we will be using it as we get to different course components. We will also have a research workshop where you will use Copilot as a tool. However, AI is no substitute for doing the work yourselves. It is still vitally important that:

- *you acquire necessary academic skills and knowledge of your own.*
- *you gain the ability to do things yourself without aid.*

- *and you realize that there are no shortcuts in life.*

Critical thinking and writing skills are still needed. Relying on AI to do your work is not only lazy, but also academic dishonesty, and, in the end, you are only cheating yourselves (as with plagiarism). You must train your brain to work in a certain way – to think critically, to recognize good and bad data, to write things in your own words, to engage with what you are learning. You will have situations in future years, in school or work, where you will have to rely on your own brain power and not that of a machine. Don't choose the shortcut.

It will be important for you to become familiar with AI use, its strengths, weaknesses, biases, and challenges. Some new skills associated with the use of AI must be developed. AI tools can be useful for sharing ideas, clarifying challenging concepts, or getting started on projects. Some acceptable uses include:

- *Brainstorming ideas for project topics (and we will do an exercise where we will use AI for this)*
- *Creating outlines (e.g., using AI to suggest structures for an essay or presentation flow)*
- *Breaking down a large project into individual tasks and subtasks*
- *Creating a study/work schedule*

Generative AI tools can be exceedingly helpful in getting started on a big project, but the tools still regularly misrepresent scholarly material. Even so, it remains your responsibility to maintain academic integrity in your course work, so please use Generative AI carefully. Review, edit, and ensure the accuracy and originality of final submissions.

Academic Integrity and AI

As with any academic source or aid, you must be aware of the following:

- *You must clearly identify and cite any AI-generated text (e.g., 'The following paragraph was generated by Copilot Microsoft's Researcher tool'). Please consult resources on the [Library website](#).*
- *You must review, edit, and ensure the accuracy and originality of final submissions.*
- *You must explain how you acted as the "human in the loop" (i.e. how AI was used by you and how it helped you)*
- *You must outline the specific content/ideas that were co-created with AI*

If you choose to use Generative AI, you will be required to disclose that latter use by answering the following:

"AI Use Disclosure (1–2 sentences): Did you use AI to assist with this annotation? If so, how? Include full citations of AI use."

There will be a box on the assignment template for your answers. Please be aware of this, and whether AI is permitted on a specific assignment (use of AI will be part of the assessment of that assignment and will be recognized in the rubric). You will also be required to add a short AI use statement at the end of the assignment in which you will:

“Write a short reflection (150–200 words) on how AI helped or hindered your understanding of the sources, what you learned about academic writing and source evaluation, and how you ensured the annotations were in your own voice.”

Using Generative AI raises the risk of potential academic offences (see above under Academic Conduct). You are responsible for checking all you work to make sure that it is accurate and original. If you are in any doubt about how you might properly use Generative AI, please talk to me.

Why have I adopted this policy?

This policy supports the use of AI as a *supplementary* tool, helping you develop ideas and structure your work while emphasizing the importance of transparency and personal skill development. It is becoming more likely that AI literacy will be an employable skill for a future job, so learn to use it responsibly, ethically, and wisely, without short-circuiting your skill development (which will always be in high demand).

If you are interested in taking your skills one step further, you may consider taking the FUSION AI Literacy module, one of several skill development modules available to Carleton students for free. Completion of the module counts towards your Co-Curricular Record and can be listed on your resumé. To access the module, and other FUSION modules, visit [the FUSION website](#).

Please Note – timetables are tentative and may be subject to change.

Week	Topic	Discussion/ Activity	Deliverables
Sept. 9	Intro to Course Why geography matters!	- Introduction to course & group project - Short writing exercise – due 23 Sept	
Sept. 16	Thinking more about geography	- Field trip: Hogsback [PLEASE NOTE: Dress for walking and whatever the weather presents]	Worksheet 1
Sept. 23	Location & Geographical Imagination	- In-class Exercise – Pertaining to Assignment 1 - Intro to Assignment 1 Mental Mapping (Due 7 Oct.)	Short writing Exercise Due
Sept. 30	Place & Space	- What is a Research paper? & Introduction to Build a Paper Project - Intro to Assignment 2 (Due 28 Oct.)	Worksheet 2
Oct. 7	Thinking more about Place	- Off-Campus Field trip – Location TBA [Please Note: Dress for walking and whatever the weather presents]	Worksheet 3 Assign. 1 Due
Oct. 14	Information Literacy Workshop: In Library	- How to use the University Library: Choosing a topic and creating a research question - Brainstorming [PLEASE NOTE: meet in Room 252, Macodrum Library!] - - Intro to Research Outline (Due 4 Nov)	Worksheet 4
Oct. 21	Past Places and cultural heritage landscapes	- Field trip - Lebreton Flats and Chaudière Falls [PLEASE NOTE: meet at the Canadian War Museum! Dress appropriately]	Worksheet 5 Assign. 2 Due
Oct. 28 Reading Week – No Classes			

Nov. 4	Information Literacy Workshop: In Library	- Critical Thinking and Critical Reading – Know your sources!! [PLEASE NOTE: Meet in Room 252, Macodrum Library!] - Group Project Prep. - Introducing the Annotated Bibliography (due 28 Nov)	Worksheet 6 Research Outline Due
Nov. 11	Where is Everything! In Place/ Out of Place	- Introducing the Graffiti Debate - Group Project Prep.	Worksheet 7
Nov. 18	Where is Everything! In Place/ Out of Place (cont'd.)	- Preparing for debate (including a walk to House of Paint - weather permitting) - Intro to Assignment 3 (due 2 December)	
Nov. 25	Graffiti Debate	- Graffiti Debate	
Dec. 2	Creating a Kick*ss A grade academic poster	- How to create a poster! - Group Project Meetings with PBW - Introducing the Research Introduction (due	AB Due
Dec. 9	Last Class Fall Term – preparing for next term	- Group Project Meetings with PBW (cont'd)	Assign. 3 Due 6 Dec**

Week	Topic	Discussion/ Activity	Deliverables
Jan. 6	Course Prep Winter Term	- Individual meetings [NOTE: these will take 15-20 minutes each in my office. A sign-up sheet will be circulated in the last couple of weeks of the Fall Term.]	
Jan. 13	Maps and mapping	- In class exercise	Worksheet 8 Intro Due
Jan. 20	Maps and Mapping –	- Intro to Geomatics	Worksheet 9
Jan. 27	Library Mapping Workshop	- In class exercise	Worksheet 10
Feb. 3	Is the world really flat? It depends on where you are!!	- Group Project Prep.	
Feb. 10	Unequal world	- In class exercise - [PLEASE NOTE: This week there will be brief group meetings with me both inside and outside class time to discuss group project progress. These meetings will be about 15 minutes long and are mandatory!!]	Worksheet 11
Feb. 17 Reading Week – No Classes			
Feb. 24	Culture in a globalizing world!	- Group Project Prep. - Library Workshop (tentative)	Final Bits (Analysis & Conclusion) due
Mar. 3	Cultural representation & nation	- Fieldtrip to Canadian Museum of History [NOTE: We will meet at the Museum in Gatineau. There is an entry fee.]	Worksheet 12

Mar. 10	Climate change - where we live	- Video and discussion	Worksheet 13
Mar. 17	Climate Change, Place and Traditional Cultural Practices	- Group Project Prep.	
Mar. 24	TBA – Tentative visit to CUAG		Worksheet 14
Mar. 31	Group Work	- Group Project Prep.	Project Posters Due
Apr. 7	Last Class	- Group Project Presentation and End of Term party	Full Draft of Build-a-Paper Due

Important Dates for 2025-26

Please note the following important dates. Consult the [Calendar website](#) for a full list of important dates and the most updated information.

Date	Notes
October 20-24	Fall Break: No classes take place.
December 9	Last day of Fall Term – last day of classes (follows a Monday schedule)
December 12-23	Final examinations in Full Fall and Late Fall courses and mid-term examinations in Fall/Winter courses will be held. Examinations are normally held all seven days of the week.
December 23	All final take-home examinations are due on this day,
January 31	Last day to withdraw from full winter courses and the winter portion of fall/winter courses with a full fee adjustment.
February 15-19	Winter Break
April 9	Winter Term ends. Last day of classes. Follows a Friday schedule. Last day that course material can be due.
April 11-23	Final examinations in Full Winter, Late Winter, and Fall/Winter courses will be held. Examinations are normally held all seven days of the week.
April 23	All final take-home examinations are due on this day