

## Course Outline

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<b>COURSE:</b>	<b>LAWS 4305 A – Criminal Justice Reform</b>
<b>TERM:</b>	<b>Winter 2025</b>
<b>PREREQUISITES:</b>	<b>LAWS 2908, CRCJ 3001, or CRCJ 3002 and LAWS 2301, LAWS 2302 and fourth-year Honours standing.</b>
<b>CLASS:</b>	<b>Day &amp; Time: Mondays, 11:35 am - 2:25 pm Eastern Standard Time (EST) Room: In-person weekly seminar Please check Carleton Central for current Class Schedule</b>
<b>INSTRUCTOR:</b>	<b>Dr. William Hébert</b>
<b>CONTACT:</b>	<b>Office Hrs: Zoom: Thursdays, 2:00 pm – 3:00 pm (EST) Email: <a href="mailto:williamhebert@cunet.carleton.ca">williamhebert@cunet.carleton.ca</a> For questions about course content or assignments, please use the public Course Message Board on Brightspace. Use your Carleton email account for other inquiries. Course Message Board posts and emails will only be answered during regular working hours (Monday to Friday, 9am-5pm EST). Please anticipate up to 2 working days for a response. See the “Course Communication” section for more details.</b>
<b>BRIGHTSPACE:</b>	<b><a href="https://brightspace.carleton.ca/d2l/home/285187">https://brightspace.carleton.ca/d2l/home/285187</a></b>

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### CALENDAR COURSE DESCRIPTION

Social transformation and criminal justice reform. Theoretical and practical reasons for the use of criminal law as an instrument of social control. Specific reform initiatives and processes. Alternate responses to social problems.

### COURSE DESCRIPTION

This course has two overarching and interrelated objectives. First, it will lead students to examine criminal justice reforms as complex but traceable ‘longue durée’ processes. Second, the course will familiarize students with an important but, at the undergraduate level, often neglected scholarly publication form, the academic book. We will achieve these objectives by closely reading and analyzing three books on three significant reforms in Canada’s criminal justice system. The first reform concerns the development and introduction of sexual assault

evidence kits for sexual assault investigations and prosecutions. The second involves the proposition and application of Criminal Code amendments intended to incorporate restorative/reparative justice principles in Canada's sentencing regime. The final reform pertains to the design and implementation of a novel 'gender-responsive' correctional model for federally sentenced women in Canadian prisons.

### **LEARNING OUTCOMES**

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

1. **Identify, Describe, and Explain**, in oral and written forms, the historical, social, political, economic, legal, and cultural conditions of possibility of criminal justice reforms in Canada.
2. **Examine, Compare, and Critically Assess** how academic book authors articulate, support, structure, and theorize scholarly arguments about criminal justice reforms.
3. **Formulate** original arguments about Canadian criminal justice reforms by **synthesizing, interpreting, and connecting** insights from different academic sources.

### **REQUIRED TEXTS**

The three mandatory academic books that we will be reading in full for this course are available online through Carleton's library website (see the links below). Students are therefore not required to purchase these books or other learning materials for this course. Students who wish to read a physical copy of the books rather than the free online versions can purchase them at their local or online bookstore of choice.

Please note that there may be limits on the number of pages/chapters that students can download or print from the online versions available through the Carleton library. Students are expected to have a copy of whichever book we are in the process of reading in hand during seminars. Students who use the online version may therefore need to bring their laptop or other electronic device to class. It is students' responsibility to ensure that they have reliable and ongoing access to the three books across the term.

**Book 1:** Quinlan, Andrea. 2017. *The Technoscientific Witness of Rape: Contentious Histories of Law, Feminism, and Forensic Science*. Toronto, Ontario: University of Toronto Press.

Available at: [https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL\\_CRL/1ortgfo/cdi\\_askewsholts\\_vlebooks\\_9781487511883](https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/1ortgfo/cdi_askewsholts_vlebooks_9781487511883)

**Book 2:** Murdocca, Carmela. 2013. *To Right Historical Wrongs: Race, Gender, and Sentencing in Canada*. Law and Society Series. Vancouver, British Columbia: UBC Press. Available at:

[https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL\\_CRL/hgdufh/alma9910226629093051\\_53](https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/hgdufh/alma9910226629093051_53)

Book 3: Hannah-Moffat, Kelly. 2001. *Punishment in Disguise: Penal Governance and Federal Imprisonment of Women in Canada*. Toronto, Ontario: University of Toronto Press. Available at: [https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL\\_CRL/hgdufh/alma9910226744694051\\_53](https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/hgdufh/alma9910226744694051_53)

Any other required readings and materials will be uploaded to Brightspace or available online.

### **TECHNOLOGICAL REQUIREMENTS**

Students will be required to log in and navigate Brightspace; upload written assignments (in a word processor and saved in .doc or .docx format) in Brightspace; download and view various files; use their Carleton email accounts; and navigate pages on Brightspace using the mouse or touchscreen functions.

Although this course is planned as an in-person learning experience, recent years have taught us that we cannot always anticipate how a term will unfold. If the course must move online at any point in the term, weekly seminars will continue as scheduled and will take place on Zoom, in which case all students would need regular access to an electronic device with reliable internet access.

### **COURSE COMMUNICATION**

For any questions related to course content (including general questions about assignments), please use the appropriate section of the course's public Course Message Board on Brightspace. The Course Message Board will be the primary platform for students to ask questions about the course and find existing answers to their questions. Email inquiries related to course content or assignments will be redirected to the Course Message Board. Please use your Carleton email account for any other inquiries. Students are always welcome to ask questions during weekly lectures or Office Hours.

Note that Course Message Board posts and emails will only be answered during regular working hours (9 am to 5 pm Eastern Standard Time (EST), Monday to Friday). The instructor strives to respond to messages and emails quickly, but you should allow for up to 2 working days for a reply, especially at peak times during the term. Students are strongly encouraged to consult with the instructor well in advance of assignments' due dates.

### **EVALUATION**

Standing in a course is determined by the course instructor, subject to the approval of the Department and 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 Department and the Dean.

**\*\*IMPORTANT NOTES\*\***

- 1) **All** evaluation components below are **mandatory** and must be successfully completed with a **passing grade** (minimum grade of 50%) in order to get a passing grade in the course. Said differently, **students who do not complete all evaluation components or do not obtain a passing grade on all evaluation components will not pass the course.**
- 2) Because all mandatory evaluation components in this course have been carefully designed to allow students to gain incremental skills and knowledge and to make gradual progress towards the course's final evaluation component, **no alternative assignments or assessment methods are available to replace mandatory evaluation components.**
- 3) Please note that **no resubmissions will be accepted once an assignment has been given a grade.**
- 4) The course instructor will be providing detailed written instructions for all evaluation components in the course and will also provide students with opportunities to ask questions about upcoming assignments during class. **The course instructor does not have the capacity to answer questions about assignments by email,** but is always happy to provide clarifications about instructions and individualized guidance during Office Hours.
- 5) Additionally, because the course instructor will provide thorough feedback for every assignment through a detailed rubric and/or individualized written comments, **no additional feedback on graded assignments can be provided by email.** However, the course instructor is always happy to provide clarifications on graded assignments and guidance for future assignments during Office Hours.

Element	Assignment	Weight	Due Date
<b>1. Participation 40%</b>	1.1. In-class Engagement	24%  3%/session (1% attendance, 2% participation)  Best 8/10	Ongoing
	1.2. Reading Responses	16%  2%/submission  Best 8/10	Every Monday at 10 am EST <i>*Firm deadline</i>

<b>2. Mid-Term Book Review</b>		20%	Friday, February 7, 2025, 5 pm EST
<b>3. Final Essay</b>		40%	Monday, April 7, 2025, 5 pm EST

### **1. Participation: 40% in total**

#### **1.1. In-class Engagement: 24% (3% per seminar session, 1% for attendance and 2% for participation, best 8 out of 10) — Ongoing**

This course is designed as a classic undergraduate seminar. Practically, this means that for each class session, students and instructor will engage in a facilitated discussion of assigned readings. **A large portion of your grade in this course is tied to participation**, the first component of which relates to your constructive engagement during seminar discussions.

To make the weekly facilitated discussions meaningful and rewarding, **it is essential for students to commit to fully showing up to class**. This will mean coming prepared **by having read and taken notes on assigned readings** and being ready to contribute to class discussion. Weekly Reading Responses (see below) will greatly help students get ready for class discussion. My main duty as instructor will be to facilitate weekly seminars. I achieve this best by preparing a series of curated questions that will orient our conversation. But, do not worry, I do not expect students to fully understand or master each reading before class. To the contrary, I see seminars as an occasion for us to work through the books as a group.

**To achieve top marks for In-class Engagement, students must be present in class for the full duration of the session (1% allocated for attendance, given in full when students attend the entire seminar) and must participate in discussion regularly, at every weekly session (2% allocated).** Meaningful participation can involve asking thoughtful questions (it is absolutely fine and, in fact, encouraged to ask for clarification!), responding to my and your peers' questions, and making your own original contributions. Students are also expected to engage in active listening when their peers and instructor are speaking, and to build from and respond to others' interventions. **In-class Engagement will be assessed on the quality, not quantity, of contributions to discussion.** Students should therefore be mindful of the space they take during sessions.

In-class Engagement will be assessed starting on Week 2 until Week 13 (except Week 5, when the first major assignment is due, and Week 7, the Winter Term Break). Only the **8 best out of 10 marks** for In-class Engagement will count towards the 24% allocated for this evaluation component. This technically means that a student would not be penalized for missing (or not participating during) up to 2 sessions, but you are strongly encouraged to choose wisely which sessions you skip, if any.

#### **1.2 Reading Responses: 16% (2% per submission, best 8 out of 10) — Ongoing, due every Monday before the start of class at 10 am EST**

As a second participation evaluation component in this course, each week (except Week 5, when the first major assignment is due, and Week 7, the Winter Term Break), students will be required to write a concise reading response (no less than 1/2 of a page, and no more than 1 page, 12-point font, Times New Roman, 1-inch margins), which they must submit on Brightspace before class on **Monday at 10 am EST at the absolute latest (no extensions permitted)**.

The point of this assignment is to get students actively thinking about the readings assigned for the week and assist them in preparing for the facilitated in-class discussion. Reading Responses will require students **to tease out some of the central arguments of individual chapters from the books we are reading**. Prompts to guide your writing will be provided during the first week of class.

Reading Responses are not meant to “test” students’ knowledge. Rather, they aim to encourage students to work through the ideas they are acquiring from the books we are reading and help them prepare for participation during seminars. As such, Reading Responses will be graded generously. The **2%** mark per submission will be awarded in full when students demonstrate that they have **thoroughly read and thoughtfully engaged with all required readings, and when their writing is clear, concise, and polished**. No marks (0%) will be allocated when Reading Responses reveal that a student has not properly read the required readings, and for incomplete or missing submissions. However, only **the 8 best out of 10 marks** for Reading Responses will count towards the 16% allocated for this evaluation component. While this means that a student would not be penalized for missing up to 2 submissions, you are once again strongly encouraged to choose wisely which you skip, if any.

### **2. Mid-Term Book Review: 20% — Friday, February 7, 2025, 5 pm EST**

The Mid-Term Book Review will require students to provide a summary, analysis, and scholarly critique of the first academic book we will read for the course (Quinlan 2017).

### **3. Final Essay: 40% — Monday, April 7, 2025, 5 pm EST**

The Final Essay will require students to answer a question (provided by the course instructor) about criminal justice reforms in Canada. To answer this question, students will be required to formulate an original argument about Canadian criminal justice reforms by synthesizing, interpreting, and connecting insights from the three academic books we will have read for the course. Students will be assessed for their understanding of the books read in the course, their formulation of a persuasive argument, and the quality of their writing.

### **LATE PENALTIES AND REQUESTS FOR EXTENSIONS**

**Late assignments will automatically receive a grade of 0, unless the student has made a**

formal request for an extension **before** the deadline using the process outlined below.

As a rule, any request for an **extension for a period of up to 7 days will be granted**, no questions asked, **if the request is made before the assignment's due date**. One **exception** is that there will be **no extensions granted for weekly Reading Responses**; however, only the best 8 out of 10 Reading Responses will count towards students' final grade.

To request an extension, please **email the course instructor before the assignment's due date**. **Again, late assignments will automatically receive a grade of 0 unless an extension has been requested and granted before the deadline**.

Extension requests sent by students **after an assignment's due date will not be granted unless justified by extraordinary circumstances (e.g., medical or familial emergency)**, in which case students are required to email the course instructor and, additionally, to complete the [Academic Consideration for Coursework form](#). Extensions for **longer than 7 days will not be granted unless justified by extraordinary circumstances (e.g., medical or familial emergency)**. In those extraordinary cases for which extensions lasting longer than 7 days are granted, students may be required to fill a [Long Term Academic Considerations for Coursework Form](#) and email supporting documentation to [academicconsideration@cunet.carleton.ca](mailto:academicconsideration@cunet.carleton.ca).

For more information regarding academic consideration for short-term incapacitation (illness, injury, or extraordinary circumstances beyond a student's control), please visit the following link: <https://students.carleton.ca/course-outline/#academic-consideration-for-short-term-incapacitation>

## **COURSE POLICIES**

### **a. Submitting Work More Than Once for Academic Credit**

Students are **prohibited from re-using or resubmitting their own work from a different course (or from the same course if repeating)**. Any such submission will result in a grade of 0, and the student will be referred to the university's academic integrity office for review. Said differently, re-using any portion of previous work, regardless of its extent, will be treated as a violation of academic integrity.

### **b. Group or collaborative work**

Evaluation components must be completed by students on their own (individually). **Group and/or collaborative work is prohibited**, except during specific activities to be completed during in-person lectures. Any unauthorized collaboration will result in the assignment receiving a grade of 0 and the student being referred to the academic integrity office. This policy applies to all assignments. Proofreading by others is not allowed.

### **c. Use of Generative Artificial Intelligence (AI) Tools**

**The use of Artificial Intelligence (AI) tools, such as ChatGPT, to produce any part of an assignment or other evaluation component, is strictly forbidden.** Any use of AI for content creation, even for small edits, will result in an automatic grade of 0, and the student will be referred to the academic integrity office for review.

#### **d. Plagiarism**

All work submitted in this course must be uniquely your own and **plagiarism will not be tolerated**. Plagiarism is presenting, whether intentionally or not, the ideas, expression of ideas, or work of others as one's own, including content generated by AI tools.

#### **e. Intellectual Property and Copyright**

**It is a violation of course policy to cut and paste, screenshot, share course content, or post the words of your classmates or instructor outside of class without permission.**

The course materials posted on this course's Brightspace page are designed for use as part of the LAWS 4305A course at Carleton University and are the intellectual property of the instructor (© 2025, William Hébert. All rights reserved.), unless otherwise stated. Unless a user's right in Canada's Copyright Act covers the particular use, you may not record, copy, publish, post on an internet site, sell, or otherwise distribute this course's content without the instructor's express permission.

Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

#### **f. Audio or Video Recording of Lectures**

**Students are strictly prohibited from recording (audio and/or video) class sessions or any portion thereof** through any application, smartphone, computer, or device, and are also strictly prohibited from the distribution of class recordings.

The **only exception** is students who have a formal Letter of Accommodation from the Paul Mentor Center indicating that they are entitled to record class sessions, in which case they must contact the course instructor at the beginning of the term to discuss and confirm the recording permission.

#### **g. Classroom Behavior and Course Content**

Students and the course instructor share the responsibility of creating **an engaging, inclusive, and safe(r) learning environment**. During all course-related activities and communication, students must engage in respectful and courteous behavior. In accordance with the Student



Rights and Responsibilities Policy, discrimination and harassment will not be tolerated.

Please do not hesitate to reach out to the course instructor if you would like to be addressed by a different name than what appears on Carleton records, or by specific pronouns.

**This course engages with potentially challenging topics, some of which can resonate with students on a personal level.** These may include experiences of colonial, racist, ableist, sexual, gender-based, and state violence. If you anticipate that the content presented during a specific week of the course is likely to cause you distress, please consider making use of the flexible evaluation structure for Participation in the course, as outlined in the Evaluation section above.

## **SCHEDULE**

### **Week 1 – January 6, 2025 – Welcome to LAWS 4305**

#### Readings/Materials:

- 1) Course Outline
- 2) Murphy, Michelle. 2019. *Ways of Reading*. Table. Available at:  
[https://docs.google.com/spreadsheets/d/1-a6vX04NX3g4Q6bHyHd\\_LB4r58-x5\\_pZNspXbxSLi7s/edit?gid=0#gid=0](https://docs.google.com/spreadsheets/d/1-a6vX04NX3g4Q6bHyHd_LB4r58-x5_pZNspXbxSLi7s/edit?gid=0#gid=0)
- 3) McMaster Library. 2018. *Scholarly Books*. Watch at:  
[https://www.youtube.com/watch?v=S3oGL4G\\_siw](https://www.youtube.com/watch?v=S3oGL4G_siw)

### **Week 2 – January 13, 2025 – The Technoscientific Witness of Rape I**

#### Readings/Materials:

- Quinlan, Andrea. 2017. *The Technoscientific Witness of Rape: Contentious Histories of Law, Feminism, and Forensic Science*. Toronto, Ontario: University of Toronto Press:
- Chapter 1, “Introduction”
  - Chapter 2, “Inscriptions of Doubt”

#### Assignment(s):

- Week 2 Reading Response (2%) – Submit on Monday before class by 10 am EST

### **Week 3 – January 20, 2025 – The Technoscientific Witness of Rape II**

#### Readings/Materials:

- Quinlan, Andrea. 2017. *The Technoscientific Witness of Rape: Contentious Histories of Law, Feminism, and Forensic Science*. Toronto, Ontario: University of Toronto Press:
- Chapter 3, “Stabilizing the SAEK”
  - Chapter 4, “Assembling the Genetic Technoscientific Witness”

#### Assignment(s):

- Week 3 *Reading Response* (2%) – Submit on Monday before class by 10 am EST

**Week 4 – January 27, 2025 – The Technoscientific Witness of Rape III**

Readings/Materials:

Quinlan, Andrea. 2017. *The Technoscientific Witness of Rape: Contentious Histories of Law, Feminism, and Forensic Science*. Toronto, Ontario: University of Toronto Press:

- Chapter 5, “Instability Within”
- Chapter 6, “Reassembling Technoscience”

Assignment(s):

- Week 4 *Reading Response* (2%) – Submit on Monday before class by 10 am EST

**Week 5 – February 3, 2025 – MID-TERM BOOK REVIEW IS DUE**

**No class**

Assignment(s):

- *Mid-Term Book Review* (20%) – Complete and submit by Friday, February 7, 2025, 5 pm EST

**Week 6 – February 10, 2025 – To Right Historical Wrongs I**

Readings/Materials:

Murdocca, Carmela. 2013. *To Right Historical Wrongs: Race, Gender, and Sentencing in Canada*. Law and Society Series. Vancouver, British Columbia: UBC Press:

- “Introduction”
- Chapter 1, “Culture and Reparative Justice”

Assignment(s):

- Week 6 *Reading Response* (2%) – Submit on Monday before class by 10 am EST

**Week 7 – February 17, 2025 – WINTER TERM BREAK**

**Winter Term Break, No Class**

**Week 8 – February 24, 2025 – To Right Historical Wrongs II**

Readings/Materials:

Murdocca, Carmela. 2013. *To Right Historical Wrongs: Race, Gender, and Sentencing in Canada*. Law and Society Series. Vancouver, British Columbia: UBC Press:

- Chapter 2, “From Incarceration to Restoration”
- Chapter 3, “Her Aboriginal Connections”

Assignment(s):

- Week 8 *Reading Response* (2%) – Submit on Monday before class by 10 am EST

**Week 9 – March 3, 2025 – To Right Historical Wrongs III**Readings/Materials:

Murdocca, Carmela. 2013. *To Right Historical Wrongs: Race, Gender, and Sentencing in Canada*. Law and Society Series. Vancouver, British Columbia: UBC Press:

- Chapter 4, “Racial Injustice and Righting Historical Wrongs”
- “Conclusion”

Assignment(s):

- Week 9 *Reading Response* (2%) – Submit on Monday before class by 10 am EST

**Week 10 – March 10, 2025 – Punishment in Disguise I**Readings/Materials:

Hannah-Moffat, Kelly. 2001. *Punishment in Disguise: Penal Governance and Federal Imprisonment of Women in Canada*. Toronto, Ontario: University of Toronto Press:

- “Introduction”
- Chapter 1, “Mothering the Flock”

Assignment(s):

- Week 10 *Reading Response* (2%) – Submit on Monday before class by 10 am EST

**Week 11 – March 17, 2025 – Punishment in Disguise II**Readings/Materials:

Hannah-Moffat, Kelly. 2001. *Punishment in Disguise: Penal Governance and Federal Imprisonment of Women in Canada*. Toronto, Ontario: University of Toronto Press:

- Chapter 2, “Mother Knows Best”
- Chapter 3, “Finding a New Home”

Assignment(s):

- Week 11 *Reading Response* (2%) – Submit on Monday before class by 10 am EST

**Week 12 – March 24, 2025 – Punishment in Disguise III**Readings/Materials:

Hannah-Moffat, Kelly. 2001. *Punishment in Disguise: Penal Governance and Federal Imprisonment of Women in Canada*. Toronto, Ontario: University of Toronto Press:

- Chapter 4, “Laywomen’s Expertise”
- Chapter 5, “Breaking with Tradition”

Assignment(s):

- Week 12 *Reading Response* (2%) – Submit on Monday before class by 10 am EST

**Week 13 – March 31, 2025 – Punishment in Disguise IV**Readings/Materials:

Hannah-Moffat, Kelly. 2001. *Punishment in Disguise: Penal Governance and Federal Imprisonment of Women in Canada*. Toronto, Ontario: University of Toronto Press:

- Chapter 6, “Empowering Prison”

- “Conclusion”

Assignment(s):

- Week 13 *Reading Response* (2%) – Submit on Monday before class by 10 am EST

**Week 14 – April 7, 2025 – FINAL ESSAY IS DUE**Assignment(s):

- *Final Essay* (40%) – Complete and submit by Monday, April 7, 2025, 5 pm EST

<b>Winter 2025 Sessional Dates and University Closures</b>	
<i>Please find a full list of important academic dates on the calendar website:</i> <a href="https://calendar.carleton.ca/academicyear/">https://calendar.carleton.ca/academicyear/</a>	
<b>January 6, 2025</b>	Winter term begins.
<b>January 17, 2025</b>	Last day for registration and course changes (including auditing) in winter courses.
<b>January 31, 2025</b>	Last day to withdraw from full winter courses and the winter portion of fall/winter courses with a full fee adjustment.
<b>February 17-21, 2025</b>	Winter break, no classes.
<b>March 15, 2025</b>	Last day for academic withdrawal from winter courses.
<b>March 25, 2025</b>	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in winter term or fall/winter undergraduate courses, before the official April final examination period.
<b>April 8, 2025</b>	Winter term ends.
	Last day of winter and fall/winter classes.
	Last day for final take-home examinations to be assigned.
<b>April 9-10, 2025</b>	No classes or examinations take place.
<b>April 11-26, 2025</b>	Final examinations in winter and fall/winter courses will be held.
<b>April 18, 2025</b>	Statutory holiday. University closed.
<b>April 26, 2025</b>	All final take-home examinations are due on this day, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.

## **UNIVERSITY AND DEPARTMENTAL POLICIES**

### **PLAGIARISM**

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This 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, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

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., ChatGPT);
- 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 without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course.

### **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.

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

Emergency Resources (on and off campus):

- <https://wellness.carleton.ca/get-help-now/>

**Carleton Resources:**

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

**Off Campus Resources:**

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

**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](https://students.carleton.ca/course-outline)).

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows.

**Pregnancy Obligation and Family-Status Related Accommodations**

Write to me 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 about the accommodation policy, visit the [Equity and Inclusive Communities \(EIC\)](#) website.

**Religious Obligation**

Write to me 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, please go to: <https://carleton.ca/equity/focus/discrimination-harassment/religious-spiritual-observances/>.

**Academic Accommodations for Students with Disabilities**

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation.

You can find the Paul Menton Centre online at: <https://carleton.ca/pmc/>

If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

### **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: <https://carleton.ca/equity/sexual-assault-support-services>

### **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. Read more here: <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

For more information on academic accommodation, please visit: <https://students.carleton.ca/services/accommodation/>.

### **Academic Consideration for Medical and Other Extenuating Circumstances**

Due to medical and other extenuating circumstances, students may occasionally be unable to fulfill the academic requirements of their course(s) in a timely manner. The University supports the academic development of students and aims to provide a fair environment for students to succeed academically. Medical and/or other extenuating circumstances are circumstances that are beyond a student's control, have a significant impact on the student's capacity to meet their academic obligations, and could not have reasonably been prevented.

Students must contact the instructor(s) as soon as possible, and normally no later than 24 hours after the submission deadline for course deliverables. If not satisfied with the instructor's decision, students can conduct an "informal appeal" to the Chair of the department within three (3) working days of an instructor's decision. We have created a webform specifically for appeals to the Chair, which can be found here: <https://carleton.ca/law/application-for-review-of-refusal-to-provide-academic-consideration/>. *Note: This form only applies to LAWS courses and is not the same as a formal appeal of grade.* More information about the academic consideration can be found [here](#).