

## Course Outline

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<b>COURSE:</b>	<b>LAWS 3308 C – PUNISHMENT AND THE LAW</b>
<b>TERM:</b>	<b>Winter 2026</b>
<b>PREREQUISITES:</b>	<b>LAWS 2301 and 0.5 credit in LAWS at the 2000 level.</b>
<b>CLASS:</b>	<b>Day &amp; Tuesdays Time: 11:35 a.m. – 2:25 p.m. Room: Please check Carleton Central for current Class Schedule Course will be conducted in-person</b>
<b>INSTRUCTOR:</b>	<b>Roger R. Rickwood, Ph.D., LL.M., LL.B., M.A., B.A.(Hons)</b>
<b>CONTACT:</b>	<b>Office Hrs: Room B442 – Loeb - Tuesdays 3:30 p.m. – 5:00 p.m. in person or at other times by appointment or by telephone Telephone: 613-712-2811 Email: <a href="mailto:rogerrickwood@cunet.carleton.ca">rogerrickwood@cunet.carleton.ca</a> TA: Queenie Kwan email: <a href="mailto:QueenieKwan@cmail.carleton.ca">QueenieKwan@cmail.carleton.ca</a></b>

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### CALENDAR COURSE DESCRIPTION

This course explores justifications and practices of punishment and social control from a socio-legal perspective. Rationalizations and justifications for punishment are considered. Different forms of punishment and control within the law will be examined as well as different theoretical perspectives of punishment.

### COURSE DESCRIPTION

This course explores justifications and practices of punishment and social control from a socio-legal perspective through the descriptive and analytic lens and framework of penology. Penology is an interdisciplinary science in which theorists and practitioners in the fields of history, law, political science, sociology, criminology, philosophy and psychology examine the justifications, practices and effects of punishment for crime. The term comes from the combination of the Latin word “poena” meaning “penalty” and the Greek word “logia” meaning “study of”. The term punishment refers to imposition by the state of a penalty or burden, such as pain or deprivation of rights (e.g. liberty) to prevent or stop criminal behaviour that violates prescribed laws aimed at social control.

This course examines punishment from multiple vantage points as there is little consensus among theorists and practitioners of what constitutes “penology”, although there is common agreement that it has a coercive element. It covers more than identifying and applying the best practices of prison management and administration. It includes the concept of sanctions which is at the core of the sentencing process in democracies where a judge determines a fit and fair consequence for a crime committed by a guilty offender. It also includes the administration of such sanctions by state correction officials inside prisons or outside in the community with or without the assistance of members of the community. Sometimes it includes diversion and alternative measures other than judicial proceedings where an alleged offender admits his/her wrongdoing and voluntarily enters a corrective program.

Punishment can also include involuntary participation in a public symbolic shaming process where alleged offenders are singled out for denunciation at the investigation hearing stage, but are not formally tried, convicted and sentenced. The word “punish”, but not the concept, may sometimes not appear in a criminal law statute because the word itself carries negative ideological baggage for rehabilitation-oriented progressive thinkers who reject or wish to avoid it. The *Criminal Code of Canada*, for example, prefers to use the words “sanctions” and “alternate measures” rather than the word “punishment”, although the term “punishable by” appears in many charging sections.

Penology seeks to clarify the legal and ethical bases of punishment along with the motives and purposes of society in inflicting it. Penology involves the historical description of the reasons for and the differences in types of punishment, along with their direct and collateral impacts in states. This course covers not only various systems and tools of punishment developed over time, but also focuses, for reasons of relevancy and ease of understanding, on Canada, United Kingdom, and the United States of America and their penal laws, procedures and policies. In doing so, cultural and economic variances among groups are identified and compared. Most penologists seek to improve systems of punishment, although there are some who wish to abolish it and substitute some other form of resolution. In addition to Marxists theory of punishment, ideas of retributionists, consequentialists, and abolitionists, among others, will be considered. Some international law standards will also be examined, such as the *Universal Declaration of Human Rights (UDHR)* and *United National Declaration of Rights of Indigenous People*.

Penology courses in law and legal studies tend to focus on either theoretical or practical approaches. This course seeks to pursue a middle ground approach where both theory and practice are considered with strong emphasis on history, values, constitutional requirements, and statutory instruments such as the *Criminal Code of Canada*, the *Corrections and Conditional Release Act*, the *Victims Rights Act*, and the *Canadian Charter of Rights and Freedoms*. While this course focuses on adult offenders, there is some coverage of young persons under 18 under the *Youth Criminal Justice Act*. This pragmatic approach facilitates an easier understanding of the interdisciplinary links within penology and builds an operational, cognitive and evaluative framework for better understanding of issues and applications.

## **TEACHING/LEARNING METHODOLOGY**

LAWS 3308C uses learning outcomes to inform students of evaluation expectations and to enhance their abilities to perform in their active learning domains, i.e. cognitive, psychomotor and affective. Students will acquire core substantive knowledge of punishment, learn analytic problem solving and communication of findings. Students will observe and identify values inherent and expressed in the institutional punishment system, reflect on them and recommend reforms to facilitate greater equity.

The Department of Laws and Legal Studies encourages respectful discussion, debate and exploration of ideas in class environments. LAWS 3308C will be an environment where people of differing values, abilities, identities, backgrounds and ways of expression are equally included and respected. Some of us will have been harmed directly or indirectly by penal practices or the state's failure to punish misconduct. If you require support at any time because you are triggered or upset by this challenging material, please note that there are counselling services available at <https://carleton.ca/health/>. Feel free to reach out to me if you are experiencing difficulties.

## **LEARNING OUTCOMES**

- 1) Students will comprehend the role and importance of the punishment process in the criminal justice systems.
- 2) Students will know the theories, goals, justifications of punishment in these systems, especially the evolving Canadian experience in penal law, policy and institutions.
- 3) Students should know the statutory purposes and principles of Canadian sentencing law and policy, as approved by Parliament and applied through judges using rules, case law, judicial discretion and the *Charter*.
- 4) Students should comprehend the sentencing hearing process after conviction and be able to outline steps and methodologies used by institutional actors and stake-holders to produce fit determinations.
- 5) Students should understand different sentencing options and tools available to judges to fit offender, societal and victim needs by community and correctional arrangements.
- 6) Students should be able to identify, reflect and value the ethical, moral and societal beliefs underlying sentencing and correction approaches in order to assess their efficiency, effectiveness, and social consequences with a view to reform and establish equitable standards.
- 7) Students should develop analytic, advocacy and communication skills in doing assignments, such as reflections, reports, submissions, determinations, correction plans, case studies, hypothetical appeals and judicial review and legislation change policy briefs.
- 8) Students will be able to query whether or not punishment policies and practices, as they effect demographic groups in diverse societies, are biased or neutral and in need of reform.

**REQUIRED TEXTS AND STATUORY MATERIAL**

**I prefer that you not use books previously published (older versions) because the case law changes, and you will not be up-to-date. Also, the page numbers given for the readings will not correlate with the pages in a previously published book.**

Cole, David and Julian Roberts, eds., *Sentencing in Canada: Essays in Law, Policy, and Practice* (Toronto: Irwin Law/University of Toronto Press, 2020) Paper, ISBN 9781552211539. The text is available at the bookstore. Price for paperback \$87.00. E-Book is also available from the Publisher or through the Bookstore.

Manson, Allan, *The Law of Sentencing*, (Toronto: Irwin Law, Inc.: 2001), ISBN 978-1-552-029-1, paperback (Available at Carleton University Bookstore) (Available on e-book service through MacOrdum Library). The price at the bookstore and from the publisher is \$50.00. There is no digital version available from the publisher. Cited as Manson in readings

Hoskins, Zachary and Antony Duff, "Legal Punishment", *The Stanford Encyclopedia of Philosophy* (spring 2024 edition), Edward N. Zalta & Uri Nodelman (eds.), at: <https://plato.stanford.edu/archives/spr2024/entries/legal-punishment/>.

*Criminal Code of Canada*, <https://laws-lois.justice.gc.ca/eng/acts/C-46/> (complete Criminal Code) or at <http://www.criminal-code.ca/criminal-code-of-canada-alphabetical-A.html> (Alphabetical, numerical and categorical listings of Criminal Code) Cited as CCC.

*Corrections and Conditional Release Act*, at <https://laws-lois.justice.gc.ca/eng/acts/C-44.6/> cited as CCRA

*Universal Declaration of Human Rights*, 1948 (UNGA) at <https://www.un.org/en/about-us/universal-declaration-of-human-rights> Cited as UDHR

*Canadian Victims Bill of Rights*, (S.C. 2015, c. 13, c. 2) at <https://laws-lois.justice.gc.ca/eng/acts/c-23.7/page-1.html>

*Youth Criminal Justice Act*, (YCJA) at <https://laws-lois.justice.gc.ca/eng/acts/y-1.5/> Cited as YCJA

*Controlled Drugs and Substances Act*, at <https://laws-lois.justice.gc.ca/eng/acts/C-38.8/page-1.html#docCont> Cited as CDSA

*United Nations Declaration of Rights of Indigenous Peoples Act*, (S.C. c.14, royal assent, June 6, 2021) at <https://laws-lois.justice.gc.ca/eng/acts/U-2.2/index.html>

*Canadian Charter of Rights and Freedoms*, Part I, CA 1982 – at [https://www.mcgill.ca/dise/files/dise/cdn\\_rights.pdf](https://www.mcgill.ca/dise/files/dise/cdn_rights.pdf)

Fetherston, Donald N., "The Law and Young Offender", chapter 4 in John Winterdyk, ed., *Issues and Perspectives on Young Offenders in Canada*, (Toronto: Nelson College, 2004), ISBN: 978-0176416676. **The required chapter posted on Brightspace for Week 1.** Note: There have been several amendments to the *YCJA* since this was written. However, they are available in the text of the *YCJA* cited above.

Selected additional materials as posted on Brightspace.

All Power Point materials from Class Group Presentations will be posted on Brightspace.

OPTIONAL BACKGROUND TEXT – Contains Updated Case Law

Manson, Allan S., Healy, Patrick et al, *Sentencing and Penal Policy in Canada: Cases, Materials and Commentary*, 4<sup>th</sup> edition (Toronto: Emond Montgomery Publications Ltd., 2023) ISBN: 9781774621820 (Available at Carleton University Bookstore and from the publisher) (Available on e-book service through MacOrdum Library) (A digital version is available from the publisher.) A hard copy can be obtained from the publisher and is priced at \$144.00.

**EVALUATION**

**Components of Final Mark**

Evaluation format	Weight	Due Date
Reflective Review of "Star Trek" episode: "Repentance"	20%	Due – 27 <sup>th</sup> January – a hard copy in class (see instructions below)
Midterm Exam – Closed book	25% Exam in 2 parts. Part 1 - a quiz Part 2 - one (1) essay from options.	Tuesday, 10 <sup>th</sup> February – In class
Group Presentation (see instructions below)	20%	From 24 <sup>th</sup> February to 7 <sup>th</sup> April
Class Participation (See instructions below)	10 %	Active Participation is required - not just attendance. Registration taken.

<b>FINAL EXAM CLOSED BOOK</b>	25% Exam in 2 parts Part 1- Quiz Part 2 – One (1) essay from options.	During Exam period – Date TBA  April 11-23
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Carleton University uses the alphabetical final grading system.

Students who cannot attend on-campus assessments in person may apply to write their exams remotely, if they meet certain criteria. More information for instructors and students is available at: <https://Carleton.ca/ses/distance-exams/> .

### **Permissibility of Submitting Substantially the Same Piece of Work for Academic Credit**

Students shall not re-use substantially the same work from a different course (or from the same course if they are repeating) when completing assignments or exams. If students wish to cite from such work, they must seek permission from the instructor before doing so. Using substantially the same work is just changing the format and paraphrasing the substance of the work.

### **Cooperation or Collaboration**

Collaboration is permitted/required when you are working as a group preparing for your presentations. You are encouraged to work together and divide the tasks evenly. In all other cases (such as individual assignments), students must complete their work independently.

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

The use of generative artificial tools (e.g. ChatGPT) is not permissible except for brainstorming, spellchecking, translating, word processing, grammar checks and formatting. You do not need to document the use of AI for these specific purposes. You must cite any direct quotation from an AI research source, including ones that you paraphrase. Undocumented use of AI can be treated as an academic dishonesty offence and thus subject to sanctions.

### **INSTRUCTIONS FOR REFLECTIVE REVIEW (20% of course mark) Due in class in hard copy on 27<sup>TH</sup> January, 2026 (Total course value mark 20%)**

This is a review of the television episode of Star Trek entitled “Repentance” from January 31, 2001, Season 7, episode 13 (some locations state it is episode 12). The Library was unable to obtain a copy of the episode. I have written up a synopsis of the episode. If you are not able to watch the episode, you should use the synopsis. This is posted on Brightspace. You will need to give your observations and reasoned reflections on the positive and negative values of the Nygean sentencing and corrections process, principles and outcomes compared to those of the United Federation of Planets and our Canadian sentencing process, principles, and outcomes approach.

The assignment will be a minimum of 5 pages of text double-spaced and no longer than 10 pages of text. It must include a title page, table of contents, page numbers and bibliography (these pages are not included in the 5 pages). Noncompliance with these rules will mean a reduction of marks. The late penalty of 2% per calendar day applies.

### **CLASS PRESENTATIONS (20%) – MANDATORY CLASS ATTENDANCE FOR PRESENTERS**

Presentations will be made in class during the classes from February 24 to April 7. All students are expected to attend the presentations. Groups are to be formed. You are to book your time slot on a first-come first-served basis. Presentations should be 30 minutes in length; each team participant should speak for 3-5 minutes. Presentations will be done by groups of 4 to 6 students although a smaller number may be allowed. The presentation can be a debate, panel discussion, simulated hearing by a court or parliamentary committee on a topical sentencing, punishment or restorative justice issue. Modification can be approved by the instructor. The same mark will be given for all members of a group. Opportunity for class questions, commentary and observations should be built into the presentation schedule. The instructor may make comments at the conclusion.

The topics of the presentations will be selected from the subject matter for the scheduled lecture date.

Each group must provide the instructor with an **electronic version of their power points prior presentation sent by email to [rogerrickwood@cunet.carleton.ca](mailto:rogerrickwood@cunet.carleton.ca)** . A short electronic *aide memoire* summarizing the presentation is also required prior to the presentation. Failure to provide the power points and *aide memoire* means that no grade can be entered. The group's electronic power points and *aide memoires* will be posted on Brightspace. **Key content points in the presentations and related discussions will be tested on the final exam.** The final presentation mark of 20 points is awarded on **content** (70%), **presentation style** (20%) and **engagement** (10%) of students. Games in the presentations can reinforce student recall of key ideas and stimulate interest. Games must take up less than half the presentation time. Show respect for opposing viewpoints and avoid using long preambles in questions.

**A schedule of group presentations** will be finalized on February 3<sup>rd</sup>. Identify your topic and the group members in writing to the instructor as soon as possible. There will be time in class to discuss and form groups. The instructor will create groups for you on February 3<sup>rd</sup> if you have not done so earlier.

### **SELECTION OF GROUP MEMBERS FOR PRESENTATIONS**

Students will form presentation groups of four to six members. Students have traditionally formed such groups based on prior association or engagement in introductory icebreaking sessions.

### **CLASS PARTICIPATION REQUIREMENTS (10%) (January 6<sup>th</sup> – April 7<sup>th</sup>)**

Attendance will be taken by signing an attendance record circulated in class. Your participation mark is based on active participation and engagement in class discussions, not just physical attendance.

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

There will be a penalty of 2% per calendar day for late Reflection.

The granting of extensions is determined by the instructor, who will confirm whether an extension is granted and the length of the extension. For requests for short-term extensions, please complete the form at the following link and submit it to the instructor prior to the assignment due date: <https://carleton.ca/registrar/academic-consideration-coursework-form/>.

Final exam deferrals must be applied for at the Registrar's Office. Please view the following link for more information and how to apply for a deferral: <https://carleton.ca/registrar/deferral/>

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>

### **Final Grade Approval**

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.

### **SCHEDULE**

<b>Week 1</b>	<b><u>Introduction – Course Overview – Evaluation Scheme</u></b>
<b>Jan. 6</b>	<p>Discussion of course Teaching/Learning Methodology</p> <ul style="list-style-type: none"> <li>- Lecture Notes for Week 1 (on Brightspace)</li> <li>- Manson, Chapter 1, Introduction, pp. 1-4, Chapter 2</li> <li>- UDHR (UNGA 1948) at: <a href="https://www.un.org/en/about-us/universal-declaration-of-human-rights">https://www.un.org/en/about-us/universal-declaration-of-human-rights</a></li> <li>- CCRF (CA 1982, Part 1) at: <a href="https://www.mcgill.ca/dise/files/dise/cdn_rights.pdf">https://www.mcgill.ca/dise/files/dise/cdn_rights.pdf</a></li> </ul> <p><b><u>A History of Sentencing &amp; Punishment (Adult and Youth)</u></b></p> <ul style="list-style-type: none"> <li>- Hoskins, Zachary and Antony Duff, "Legal Punishment", <i>The Stanford Encyclopedia of Philosophy</i> (spring 2024 edition), Edward N. Zalta &amp; Uri Nodelman (eds.), at: <a href="https://plato.stanford.edu/archives/spr2024/entries/legal-punishment/">https://plato.stanford.edu/archives/spr2024/entries/legal-punishment/</a>.</li> <li>- Manson, Chapter 2, pp. 5-29 and Chapter 3, pp.31-54</li> <li>- Fetherston, <i>The Law and Young Offenders</i>, Chapter 4 (on Brightspace)</li> </ul>



- Lecture Notes-Timeline of Selected Sentencing & Correction & Penal Policy Developments (on Brightspace)

**Week 2**  
**Jan 13**      **Justification of Legal Punishment and Corrections, Philosophy and Objectives**

- Lecture Notes-Justifications for Punishment (on Brightspace)
- Cole, chs. 1 and 17
- Manson, Chapters 2 & 3
- Note on Marxist Theory of Punishment (on Brightspace)

**Jan. 16**      **Last Day for registration and course changes.**

**Week 3**  
**Jan. 20**      **Judicial Discretion and Methodology of Sentencing; Substantive Principles**

- Lecture Notes-Sentencing Guidelines-Slides (on Brightspace)
- Lecture Notes-Statutory Sentencing Policy-Slides (on Brightspace)
- *Criminal Code of Canada*, ss. 718, 718.1 and 718.2 -at Justice Canada at: <https://laws-lois.justice.gc.ca/eng/acts/C-46/>
- Cole, chs. 2 & 3
- Manson, Chapter 4, pp. 56-81, Chapter 5, pp.83-97

**Week 4**  
**Jan. 27**      **Sentencing Rules and Aggravating and Mitigating Factors**

- Manson, Chapter 6, pp. 98-129 & Chapter 7, pp.130-161
- Cole, chs. 6 & 7

**REFLECTIVE REVIEW DUE IN CLASS TODAY**

**Jan. 31**      **Last day to withdraw from course with full fee adjustment.**

**Week 5**  
**Feb. 3**      **Sentencing Process – Hearing & Sources of Information**

- Lecture Notes-Sentencing Hearing (on Brightspace)
- Manson, Chapter 8
- Cole, chapter 5

**Week 6**  
**Feb. 10**      **MIDTERM EXAM** (Weeks 1-5) - 25% of Course Total  
The exam will be in 2 parts: A quiz (30 points) and one essay (30 points)  
chosen from several topic options - closed Book

**Feb. 13**      **April final examination schedule available online.**

**Feb. 16**      **STATUTORY HOLIDAY –  
UNIVERSITY CLOSED**

**Feb. 16-20**      **Winter Break – No classes**  
**No office hours**

**Week 7**      **Sentencing Process – Victim Participation, Pleas and Joint Submissions**

- Feb. 24**
- Lecture Notes-Victim Participation (on Brightspace)
  - Manson, Chapter 8
  - Cole, Chapter 8 & Appendix C

### **PRESENTATIONS START**

**Week 8**  
**Mar. 3**

**Sentencing Options and Tools – Alternatives to Incarceration: Absolute & Conditional Discharges, Conditional Sentencing, Diversion, Probation & Money Sanctions**

- Lecture Notes-Sentencing Options (on Brightspace)
- Manson, Chapter 9, pp. 208-259
- Cole, chs. 4 & 17

### **PRESENTATION**

**Week 9**  
**Mar. 10**

**Sentencing Options and Tools: Conditional Sentences & Collateral Sentencing Orders, Imprisonment, Intermittent Sentences, Temporary Absences and Parole & Murder and Manslaughter**

- Temporary Absence Programs (TAP) – Canada; Ontario; New Brunswick (on Brightspace)
- Manson, Chapter 9, pp. 260-291
- Cole, chs. 10 & 11

### **PRESENTATION**

**Mar. 15**

**Last Day for Academic withdrawal without fee adjustment**

**Week 10**  
**Mar. 17**

**Special Sentencing & Corrections Issues (Young Offenders in comparison with Adult Offenders)**

- Manson, Chapter 10
- Cole, chapter 16
- *Criminal Code of Canada* Sections 745 to 745.5 online at: <https://laws-lois.justice.gc.ca/eng/acts/C-46/>
- Manson, Chapter 11
- Cole, Chapter 15

### **PRESENTATION**

**Week 11**  
**March 24**

**Special Sentencing and Correctional Issues involving Women, Indigenous Peoples, People of Colour, LGBTQ People, People with Physical & Mental Disabilities, Youth and Elderly People**

- Cole, Chapters 12, 13 & 14

- Fetherston, *The Law and Young Offenders*, Chapter 4 (on Brightspace)
- *Criminal Code of Canada*, Part IV (enacted by Bill C-75 (2019) At <https://laws-lois.justice.gc.ca/eng/acts/c-46/page-30.html#h-117813>)
- Bill C-75 (2019) amendments to *Youth Criminal Justice Act* – see interpretation at <https://www.thelawyersdaily.ca/articles/16666>
- Justice Canada, *The Youth Criminal Justice Act Summary & Background* at: <https://www.justice.gc.ca/eng/cj-jp/yj-jj/tools-outils/back-hist.html>
- UNDRIPA at <https://laws-lois.justice.gc.ca/eng/acts/U-2.2/index.html>
- “Bill C-22-A Positive Move” at <https://www.lawtimesnews.com/practice-areas/criminal/bill-c-22-a-positive-move-but-more-study-and-action-needed-to-tackle-systemic-racism-say-experts/337942>
- *United Nations Standard Minimal Rules for Treatment of Prisoners*. See: [https://www.unodc.org/documents/justice-and-prison-reform/Nelson\\_Mandela\\_Rules-E-ebook.pdf](https://www.unodc.org/documents/justice-and-prison-reform/Nelson_Mandela_Rules-E-ebook.pdf)

## PRESENTATION

Week 12  
Mar. 31

**Judicial, Correctional and Appellate Court Review;**  
**Preventative Detention & Preventative Supervision for Long Term**  
**and Dangerous Offenders when Rehabilitation Fails and Security comes**  
**First and Long Term Supervisory Orders**

- Cole, Chapters 9 & 15, and Appendix A
- Manson, Chapters 12 & 13
- DOJ, *Mandatory Minimum Penalties in Canada*, (2018) at: <https://justice.gc.ca/eng/rp-pr/jr/mmp-pmo/p1.html>
- See also *Rooting out Systemic Racism is Key to a Fair and Effective Justice System* (Newswire.ca) <https://www.newswire.ca/news-releases/rooting-out-systemic-racism-is-key-to-a-fair-and-effective-justice-system-872535227.html>

## PRESENTATION

Week 13  
April 7

**Future of Punishment through possible Reforms by way of the *Canadian Charter of Rights and Freedoms* and political action (AI Sentencing, Restorative Justice and Radical Redesign or Abolition of Prisons)**

- Cole, Chapter 19 and Appendix B
- Davis, Angela on Abolition of Prisons at: <https://news.harvard.edu/gazette/story/2003/03/abolish-prisons-says-angela-davis/>
- BBC – 7 July 2019 – “How to turn criminals into good neighbours” (on Brightspace)

## PRESENTATION

**Apr.9-10**      **No classes and no examinations take place**

**Apr. 11-23**      **TBA in Final Exam Period**

**May 15-27**      **Deferred final examinations will be held.**

## **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 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](#).