

Course Outline

COURSE:	LAWS 6001 – Proseminar in Legal Studies
TERM:	Fall 2026 – Winter 2027
CLASS:	Day & Time: Every other Monday 11:35am – 2:25pm Room: Please check Carleton Central for current Class Schedule In-person Seminar
INSTRUCTOR:	Dr. Michael Christensen
CONTACT:	Office Hrs Mondays 2:30-3:30pm, or by appointment / Location: Telephone: Email: michaelchristensen@cunet.carleton.ca
BRIGHTSPACE:	

CALENDAR COURSE DESCRIPTION

A seminar which meets every two weeks throughout the academic year. Based on presentations of papers and works in progress by faculty, students and invited guests, as well as assigned readings on issues that deal with current research in legal studies.

COURSE DESCRIPTION

This course is the designated professional seminar for the PhD program in Law and Legal Studies. The process of getting a PhD is also the process of becoming a professional researcher. Whether students end up in an academic career or in another job that requires research, the skills acquired during the PhD program will prove invaluable. This seminar aims to help the development of these skills and to make legible the often implicit “hidden curriculum” of underlying knowledge that will help students navigate the program. Throughout the academic year, we will explore both the disciplinary elements of being a Legal Studies scholar and the professional challenges of starting a research career at a time defined by the rise of AI, higher education austerity, and the deterioration of legal and political norms. This will include an examination of topics ranging from creating an intellectual identity, research grant writing, managing student-supervisor relationships, writing/revision, the art of offering (and receiving) critique, research design, research presentation, and the ethics of inquiry.¹

¹ Elements of this course outline are inspired by previous versions taught by my predecessors, especially Megan Gaucher, Dale Spencer, and Doris Buss.

LEARNING OUTCOMES

The learning outcomes for this course all revolve around a process of professional development that is important for PhD Students. As such, students will:

- Learn how to plan for and complete each stage of the LLS PhD program, which will include learning tips about how to write grant applications, how to choose a topic, how to conceptualize a research project, how to engage academic literature, and how to write a comprehensive exam.
- Learn practical skills related to reading and writing as a professional academic, which will include learning approaches for unpacking journal articles, expressing complex ideas in writing, and revising written work.
- Gain an understanding of how professional academics interact with each other and become socialized into a broader intellectual community. This will include participation in departmental events, peer evaluation exercises, and academic presentations.

REQUIRED TEXTS

- All course readings will be posted on Brightspace and will be available on the library's ARES page for the course. Students are not required to purchase textbooks or other learning materials for this course.

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. [Note: grades for this course will be marked as Satisfactory/Unsatisfactory. To earn a Satisfactory grade, all components of the course must be completed. The relative weights listed here are only for your reference and will not constitute a final grade percentage.]

Evaluation Components

<u>Type</u>	<u>Description</u>	<u>Date(s) Due</u>	<u>Weight</u>
Participation	In-class discussion	Bi-Weekly	20%
Department Participation	Attending talks/events	Four total	10%
Ideas Journal	Writing and sharing ideas	Weekly	10%
Article Breakdown	Teach us an article	One per term	10%
SSHRC Research proposal	2 pages + comments	September 28	10%
OGS Proposal	1 page + comments	November 2	10%
Revision Assignment	Existing paper + comments	February 8	15%
Comp Proposal	3-5 pages + biblio	March 22	15%

In-Class Participation

Students will be expected to participate in class discussions each week. The in-class participation grade constitutes the sum of this participation and is based on a wholistic evaluation of students' ability to contribute to class discussion. Students who are losing points based on insufficient participation will be contacted by the instructor and given a chance to adjust their level of participation. [Note: this grade is meant as a low-bar incentive to participate in class. Students who regularly attend and show up prepared for class will get the full credit.]

Department Participation

Being a good departmental citizen is an important way for PhD students to integrate into the program. As such, students are required to attend at least **four** departmental talks, or other scholarly events over the course of the year. Students should upload a brief (one-page) reflection for each event.

Ideas Journal

For academics, thinking often requires writing. However, when students are asked to write many papers during a term it is important to create space to write out ideas in a context that is not instrumentally oriented to an output. As such, students will be asked to keep an ideas journal as a place to work out ideas or structure their thoughts. For the course, students will be required to make at least one entry per week to be shared and discussed in class. [Note: this should not be treated as a diary, but as a venue for writing out intellectual ideas].

Article Breakdown

Once per term, each student will be asked to recommend an academic journal article or book section for the class to read. Students will then "teach" the article to the class and lead a discussion based on that article. A guide for this breakdown will be posted to Brightspace. Fall articles should be proposed by the October 5th class, and winter articles should be proposed by the January 25th class.

SSHRC Proposal

Each student will be asked to write a draft SSHRC proposal (whether they intend to apply for SSHRC or not). Proposals should follow all the SSHRC guidelines for the two-page research statement. Drafts must be circulated to the class by September 21st, and on September 28th we will hold a collective feedback session in which we share comments about each draft. Students will be asked to upload both their drafts and the comments they provided for the other students' proposals.

OGS Proposal

Each student will be asked to write a draft OGS proposal (whether they intend to apply for OGS or not). Proposals should follow all the OGS guidelines for the one-page research statement. Drafts must be circulated to the class by October 26th, and on November 2nd we will hold a collective feedback session in which we share comments about each draft. Students will be asked to upload both their drafts and the comments they provided for the other students' proposals.

Revision Assignment

The revision process is a central part of academic writing, so for this assignment students will be asked to develop a revision plan for an existing piece of writing. The piece can be a paper from another course, or an article they would like to publish. Instructions for this assignment will be posted on Brightspace.

Comp Proposal

At the conclusion of students' first year, they will be asked to start the process of writing their comprehensive exam. This assignment will ask students to prepare a proposal and sample bibliography for a comp, that can then be shared with the student's supervisor. Instructions for this assignment will be posted on Brightspace.

LATE PENALTIES AND REQUESTS FOR EXTENSIONS

Late assignments will only be accepted in consultation with the instructor. As soon as you know that you will not be able to turn in an assignment on time, please contact me. All other late assignments will be assessed with a standard late penalty of 5% per day.

The granting of extensions is at the discretion of the instructor, who will confirm whether an extension is approved and its duration. For information about requesting short-term or long-term extensions, deferrals for final exams, or academic consideration due to illness, injury, or other extraordinary circumstances, please visit the Academic Consideration Policy page and complete the relevant forms as required. All requests must be submitted to the instructor before the assignment due date or, in the case of exam deferrals, directly to the Registrar's Office. Full details and instructions can be found here: <https://carleton.ca/registrar/academic-consideration-policy/>.

POLICY ON GENERATIVE ARTIFICIAL INTELLIGENCE (AI)

AI can be a useful resource for studying and research, but it should never be used to replace

thinking, writing, reading or analysis. The best uses of generative AI, and the ones that are acceptable in this course are (1) as a search tool that can help you find resources, (2) as a thinking tool that can help prompt you to consider the various sides of an issue or topic, or (3) as a copy-editing tool to help you identify minor errors or mistakes in your writing.

If you use generative AI for any assignment in this course, you must include an **AI disclosure statement at the beginning of your assignment**. This statement should describe, in detail, how you used AI and why it was necessary to go beyond the accepted uses outlined above. Using generative AI to summarize reading, outline papers, compose text, or substantially revise your existing writing is a great way to rob yourself of a learning opportunity and it will very likely degrade your academic skills.

POLICY ON CLASSROOM RECORDING

Audio or visual recording of content from any aspect of class is strictly prohibited, except with the expressed permission of the instructor.

SCHEDULE

September 14 – PhD Orientation and Course Introduction

- No Readings

September 28 – Navigating a PhD Program

- Berdahl, Loleen, and Jonathan Malloy. 2018. *Work Your Career: Get What You Want from Your Social Sciences or Humanities PhD*. 1st ed. Toronto: University of Toronto Press. Chapters 1 & 2; Pgs. 1-40.
- Calarco, Jessica. 2020. *A Field Guide to Grad School: Uncovering the Hidden Curriculum*. 1st ed. Skills for Scholars Series. Princeton, New Jersey: Princeton University Press. Chapters 2 & 3; Pgs. 55-107.

October 5 – Reading as a PhD Student

- Wallace, David Foster. 2011. “Laughing with Kafka.” *Log*. No. 22, Pgs. 47-50
- Alter, Adam. 2014. “Popular Science.” <https://thepointmag.com/criticism/popular-science/>.
- Thumala Olave, María Angélica. 2021. “Exploring the Sacrality of Reading as a Social Practice.” *American Journal of Cultural Sociology* 9(2):99–114. doi:[10.1057/s41290-021-00132-3](https://doi.org/10.1057/s41290-021-00132-3).
- Calarco, Jessica. 2020. *A Field Guide to Grad School: Uncovering the Hidden Curriculum*. 1st ed. Skills for Scholars Series. Princeton, New Jersey: Princeton University Press. Chapter 4; Pgs. 108-118.

October 19 – Finding a Topic that Matters

- Booth, Wayne C. 2024. *The Craft of Research*. Fifth edition. Chicago Guides to Writing, Editing, and Publishing Series. Chicago: University of Chicago Press. Chapters 1 & 2; Pgs. 32-65.
- Flyvbjerg, Bent. 2001. *Making Social Science Matter: Why Social Inquiry Fails and How It Can Succeed Again*. Cambridge: University Press. Chapter 5; Pgs. 53-65.
- McMillan Cottom, Tressie. 2017. *Lower Ed: The Troubling Rise of for-Profit Colleges in the New Economy*. New York: The New Press. Introduction; Pgs. 1-26.
- Article Breakdown #1

November 2 – Mapping Your Program

- Berdahl, Loleen, and Jonathan Malloy. 2018. *Work Your Career: Get What You Want from Your Social Sciences or Humanities PhD*. 1st ed. Toronto: University of Toronto Press. Chapter 3; Pgs. 45-74.
- Calarco, Jessica. 2020. *A Field Guide to Grad School: Uncovering the Hidden Curriculum*. 1st ed. Skills for Scholars Series. Princeton, New Jersey: Princeton University Press. Chapter 5; Pgs. 119-151.
- Department of Law and Legal Studies Graduate Handbook
- Article Breakdown #2

November 16 – The Hidden Curriculum

- Bunjun, Benita. 2021. “Interrogating White Supremacy in Academia: Creating Alternative Spaces for Racialized Students’ Scholarship and Well-Being.” in *Coloniality and Racial (In)Justice in the University*. University of Toronto Press. Pgs. 359-386.
- Hatt, Beth, Lan Quach, Sydney Brown, and Amy Anderson. 2009. “Coffee Talk: Negotiating/Disrupting the Hidden Curriculum of Graduate School.” *Journal of Curriculum Theorizing* 25(1):60–67. doi:[10.63997/jct.v25i1.40](https://doi.org/10.63997/jct.v25i1.40).
- Article Breakdown #3

November 30 – Dreaming of a Job

- Berdahl, Loleen, and Jonathan Malloy. 2018. *Work Your Career: Get What You Want from Your Social Sciences or Humanities PhD*. 1st ed. Toronto: University of Toronto Press. Chapter 4; Pgs. 75-96.
- Calarco, Jessica. 2020. *A Field Guide to Grad School: Uncovering the Hidden Curriculum*. 1st ed. Skills for Scholars Series. Princeton, New Jersey: Princeton University Press. Chapter 12; Pgs. 349-385.
- Nevin, Andrew D. 2019. “Academic Hiring Networks and Institutional Prestige: A Case Study of Canadian Sociology.” *The Canadian Review of Sociology* 56(3):389–420. doi:[10.1111/cars.12252](https://doi.org/10.1111/cars.12252).

WINTER BREAK

January 11 – The Art of Writing and Revising

- Germano, William P. 2021. *On Revision: The Only Writing That Counts*. Chicago Guides to Writing, Editing, and Publishing. Chicago, Illinois: University of Chicago Press. Chapters 1 & 2; Pgs. 1-46.
- Calarco, Jessica. 2020. *A Field Guide to Grad School: Uncovering the Hidden Curriculum*. 1st ed. Skills for Scholars Series. Princeton, New Jersey: Princeton University Press. Chapter 7; Pgs. 177-211
- Smith, Zadie. 2007. “Fail Better.” *The Guardian (London)* 4–6.
- Zerubavel, Eviatar. 1999. *The Clockwork Muse: A Practical Guide to Writing Theses, Dissertations, and Books*. Cambridge, Mass.: Harvard University Press. Chapter 3; Pgs. 36-56.

January 25 – AI and Knowledge Work

- Amoores, Louise, Alexander Campolo, Benjamin Jacobsen, and Ludovico Rella. 2024. “A World Model: On the Political Logics of Generative AI.” *Political Geography* 113:103134. doi:[10.1016/j.polgeo.2024.103134](https://doi.org/10.1016/j.polgeo.2024.103134).
- Zittrain, Jonathan. 2019. “From Technical Debt to Intellectual Debt in AI.” <https://medium.com/berkman-klein-center/from-technical-debt-to-intellectual-debt-in-ai-e05ac56a502c>.
- Natale, Simone, and Leah Henrickson. 2022. “The Lovelace Effect: Perceptions of Creativity in Machines.” *New Media & Society*. doi:[10.1177/14614448221077278](https://doi.org/10.1177/14614448221077278).

February 8 – Constructing a Manageable Research Design

- Rubin, Ashley T. 2021. *Rocking Qualitative Social Science: An Irreverent Guide to Rigorous Research*. Redwood City, CA: Stanford University Press. Chapter 4; Pgs. 59-83.
- Timmermans, Stefan, and Iddo Tavory. 2012. “Theory Construction in Qualitative Research: From Grounded Theory to Abductive Analysis.” *Sociological Theory* 30(3):167–86. doi:[10.1177/0735275112457914](https://doi.org/10.1177/0735275112457914).
- Article Breakdown #4

February 22 – The Role of Theory in Disciplinary Knowledge

- Connell, Raewyn. 2014. “Using Southern Theory: Decolonizing Social Thought in Theory, Research and Application.” *Planning Theory* 13(2):210–23. doi:[10.1177/1473095213499216](https://doi.org/10.1177/1473095213499216).
- Al-Hardan, Anaheed. 2018. “The Sociological Canon Reconfigured: Empire, Colonial Critique, and Contemporary Sociology.” *International Sociology* 33(5):545–57. doi:[10.1177/0268580918791967](https://doi.org/10.1177/0268580918791967).
- Article Breakdown #5

March 8 – Answering the “Law” Question about your Research

- Banakar, Reza. 2019. “On Socio-Legal Design.” *SSRN Electronic Journal*. doi:[10.2139/ssrn.3463028](https://doi.org/10.2139/ssrn.3463028).
- Kazmierski, Vincent. 2014. “How Much ‘Law’ in Legal Studies? Approaches to Teaching Legal Research and Doctrinal Analysis in a Legal Studies Program.” *Canadian Journal of Law and Society* 29(3):297–310. doi:[10.1017/cls.2013.61](https://doi.org/10.1017/cls.2013.61).
- Pavlich, George. 2011. *Law & Society Redefined*. Themes in Canadian Sociology. Don Mills, Ont: Oxford University Press. Chapter 11; Pgs. 167-182.
- Article Breakdown #6

March 22 – Doing Ethical Research

- Clark-Kazak, Christina. 2023. “The Politics of Representation and Allyship in Human Rights Policy Work.” in *Messy Ethics in Human Rights Work*. University of British Columbia Press. Pgs. 57–73
- Kopec, Anna, Alison Smith, and Genevieve Fuji Johnson. 2025. “Relationships, Trust and Accountability, and Critical Reflexivity: Developing Quality Data with the ‘Hard to Reach.’” *Public Opinion Quarterly* 89(SI):565–89. doi:[10.1093/poq/nfaf032](https://doi.org/10.1093/poq/nfaf032).
- Jeon, June, Lanu Kim, and Jaehyuk Park. 2025. “The Ethics of Generative AI in Social Science Research: A Qualitative Approach for Institutionally Grounded AI Research Ethics.” *Technology in Society* 81:102836. doi:[10.1016/j.techsoc.2025.102836](https://doi.org/10.1016/j.techsoc.2025.102836).

April 5 – The End of the Beginning

- Course Review, No Readings

STATEMENT ON ACADEMIC INTEGRITY

Students are strictly prohibited from submitting any work that has been previously submitted for academic credit in another course. 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. Re-using any portion of previous work, regardless of its extent, will be treated as a violation of academic integrity, unless the student is given permission by the instructor.

Collaboration is permitted in specific instances where the instructor allows it. For example, group projects or collaborative assignments may be part of the course, in which case students are encouraged to work together and divide the tasks evenly. In all other cases (such as individual assignments), students must complete their work independently.

Fall 2026 Sessional Dates and University Closures	
Please find a full list of important academic dates on the calendar website: https://calendar.carleton.ca/academicyear/	
September 9, 2026	Fall term begins.
September 22, 2026	Last day for registration and course changes (including auditing) in full fall, late fall, and fall/winter courses.
September 30, 2026	Last day to withdraw from full fall courses and the fall portion of fall/winter courses with a full fee adjustment.
October 12, 2026	Statutory holiday. University closed.
October 26-30, 2026	Fall break. No classes.
November 15, 2026	Last day for academic withdrawal from full and late fall courses.
	Last day to request Formal Examination Accommodations for December full fall, late fall, and fall/winter midterm examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
November 27, 2026	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full fall term or fall/winter undergraduate courses, before the official December final examination period.
December 11, 2026	Fall term ends.
	Last day of fall classes.
	Classes follow a Monday schedule.
	Last day for take home examinations to be assigned.
December 9-10, 2026	No classes or examinations take place.
December 12-23, 2026	Final examinations in fall term courses and mid-term examinations in fall/winter courses will be held.
December 23, 2026	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.

STATEMENT ON 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
- failing to acknowledge sources with 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 follows a rigorous [process for academic integrity allegations](#), including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties for violations may include a final grade of “F” for the course.

STATEMENT ON STUDENT MENTAL HEALTH

As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>

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

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

Carleton Resources

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

Off Campus Resources

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

REQUESTS FOR ACADEMIC ACCOMMODATIONS

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

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 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](#).