

5001 – policy and communication in a northern context

2024 - Fall

Geography and Environmental Studies

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Brightspace course page link: <https://brightspace.carleton.ca/d2l/home/291016>

1. Course Description

The course will introduce students to elements of communication theory, including cross-cultural communication, and will learn how to apply these in a variety of northern contexts, from community meetings to government briefings. We will mix theoretical approaches with applied learning. Students will choose a current northern development project as the basis for exploring policy and communication issues.

2. Prerequisites

None

3. Learning Outcomes

Students will become familiar with the elements of communication, cognition, education, and persuasion theories, and how those inform the development and presentation of public policy. Students will understand how to apply the theoretical basis to varied northern audiences in a policy environment, and will learn skills appropriate to communicating through a variety of channels in northern settings.

4. Texts & Course Materials

Bransford, Brown and Cocking “Learning with Understanding” – in How People Learn https://www.desu.edu/sites/flagship/files/document/16/how_people_learn_book.pdf pp 8-31

Kahneman, D. (2011). Thinking, fast and slow. Macmillan, pp 19-24

Krcmar, M., Ewoldsen, D. R., & Koerner, A. (2016). Communication Science Theory and Research: An Advanced Introduction. Routledge, pp. 180-191 (available online through Carleton Library site)

Kahneman, D. (2011). Thinking, fast and slow. Cognitive ease pp 60-70

Krcmar, M., Ewoldsen, D. R., & Koerner, A. (2016). Communication Science Theory and Research: An Advanced Introduction. Routledge, pp. 212-235 - persuasion

Krcmar, M., Ewoldsen, D. R., & Koerner, A. (2016). Communication Science Theory and Research: An Advanced Introduction. Routledge, pp. 248-50 and pp. 253-56 – agenda-setting and framing

Truth and Reconciliation – an Inuit perspective (PDF supplied by instructor)

Bayha, W. (2012). Using indigenous stories in caribou co-management. *Rangifer*, 32(2), 25-29. doi:10.7557/2.32.2.224

Stoddart, M. C. J., & Smith, J. (2016). The endangered arctic, the arctic as resource frontier: Canadian news media narratives of climate change and the north. *Canadian Review of Sociology/Revue Canadienne De Sociologie*, 53(3), 316-336. doi:10.1111/cars.12111

Southcott, C. Introduction: Dealing with Resource Development in Canada's North. *Northern Review*, [S.l.], n. 47, p. 3–8, aug. 2018. <https://thenorthernreview.ca/index.php/nr/article/view/765/771>

Inuit Circumpolar Council - Ethical and Equitable Engagement Synthesis Report pp 16-21
<https://lcipp.unfccc.int/sites/default/files/2021-10/ICC-EEE-Synthesis-report.pdf>

Wheeler, H. C., & Root-Bernstein, M. (2020). Informing decision-making with Indigenous and local knowledge and science. *Journal of Applied Ecology*, 57(9), 1634-1643.

Audience analysis <http://www.thehealthcompass.org/how-to-guides/how-do-audience-analysis>

Audience segmentation <http://www.thehealthcompass.org/how-to-guides/how-do-audience-segmentation>

Bransford, Brown and Cocking, pp 71-73 “Transfer and Cultural Practices”

Cooper, T. W. (1994). Communion and communication: Learning from the Shuswap. *Critical Studies in Media Communication*, 11(4), 327-345.

Negotiating Research Relationships With Inuit Communities, A Guide For Researchers
http://www.nri.nu.ca/sites/default/files/public/files/06-068_itk_nrr_booklet.pdf

Messaging worksheet https://www.agu.org/-/media/Files/Share-and-Advocate-for-Science/020_38394_S2_Message_Worksheet.pdf

Plain language audit tool https://nwtresearch.com/sites/default/files/plain_language_audit_tool.pdf

Community engagement planning <https://www.tamarackcommunity.ca/hubfs/Community-Engagement-Planning-Canvas-2024-Fillable.pdf?hsLang=en-us>

Communications basics and strategy template (provided by instructor)

Facilitator checklist (provided by instructor)

Blog post – who is an expert in the Arctic? <http://arctic.blogs.panda.org/default/who-is-an-expert-on-the-arctic/>

Cairney, P., & Kwiatkowski, R. (2017). How to communicate effectively with policymakers: combine insights from psychology and policy studies. *Palgrave communications*, 3(1), 37. <https://www.nature.com/articles/s41599-017-0046-8>

Briefing templates (supplied by instructor)

5. Course Calendar

Class 1 - Wednesday, Sept 11th: *The class, the course and the context.* Students will understand the background, experience and skills of the Instructor, and will understand more about each other's background, experience and skills. This will enable them to get the most from their class and other time with the instructor, and to access the abilities of their cohort also. We will also review the structure of the fall session of the course, and the deliverables. A discussion of the context of the course will help students understand the connection between the theoretical elements and how they relate to northern realities. The class will end with a discussion of defining elements of "the north" including a quiz on the north (unmarked). Students will better understand some key features that define northern societies, creating the policy and communications context.

The readings for week 2 will introduce principles of cognitive science that are the basis for understanding aspects of communication and decision-making that the next class will place in a northern context.

Readings:

These readings combine learning theory, communication theory, and cognitive science (which underpins recent theory in communication and learning) to provide an overview of how people process information. You will want to have reviewed these by the next class, and also have written and posted reflections on the readings, including key questions raised by the readings. This is the case for every week's readings unless otherwise noted.

Bransford, Brown and Cocking "Learning with Understanding" – in How People Learn https://www.desu.edu/sites/flagship/files/document/16/how_people_learn_book.pdf pp 8-31
Kahneman, D. (2011). Thinking, fast and slow. Macmillan, pp 19-24

Krcmar, M., Ewoldsen, D. R., & Koerner, A. (2016). Communication Science Theory and Research: An Advanced Introduction. Routledge, pp. 180-191 (available online through Carleton Library site)

Class 2 - Wednesday September 18th: *The theories that underpin communication: cognition, education, communication, persuasion and public policy.*

In this class, students will discuss the basic elements of cognitive science, education theory, persuasion theory and communication theory, and will explore the linkages between how people think, learn, communicate, and make decisions and the creation of public policy.

Students will also organize into groups and choose a development project for the case study. Potential projects include: Gray's Bay Road and Port; Taltson Hydro expansion; Casino Mine; Mary River expansion plan.

Trade-offs of developments in terms of impacts on traditional cultures and practices and existing economies are to be discussed. *Guest Speaker (TBC): Dennis Bevington former MP, Western Arctic.*

Readings for next class

Reading: Kahneman, D. (2011). Thinking, fast and slow. Cognitive ease pp 60-70

Reading: Krcmar, M., Ewoldsen, D. R., & Koerner, A. (2016). Communication Science Theory and Research: An Advanced Introduction. Routledge, pp. 212-235 - persuasion

Reading: Krcmar, M., Ewoldsen, D. R., & Koerner, A. (2016). Communication Science Theory and Research: An Advanced Introduction. Routledge, pp. 248-50 and pp. 253-56 – agenda-setting and framing

Reading: Truth and Reconciliation – an Inuit perspective (PDF supplied by instructor)

Class 3 - Wednesday September 25th: *Applying theory*

Students will explore the concepts of cognitive easing, persuasion, agenda-setting and priming as operative forces in a northern communications context. There will also be a discussion regarding Truth and Reconciliation Day.

Readings for next class

Bayha, W. (2012). Using indigenous stories in caribou co-management. *Rangifer*, 32(2), 25-29.

doi:10.7557/2.32.2.224

Stoddart, M. C. J., & Smith, J. (2016). The endangered arctic, the arctic as resource frontier: Canadian news media narratives of climate change and the north. *Canadian Review of Sociology/Revue Canadienne De Sociologie*, 53(3), 316-336. doi:10.1111/cars.12111

Southcott, C. Introduction: Dealing with Resource Development in Canada's North. *Northern Review*, [S.l.], n. 47, p. 3-8, aug. 2018. <https://thenorthernreview.ca/index.php/nr/article/view/765/771>

Class 4 - Wednesday October 2nd: *Representation and reality.*

Via textual analysis students will deconstruct different northern realities, and how they are represented.

Readings for next class

Note: this week's reflections include only the first two readings.

Inuit Circumpolar Council - Ethical and Equitable Engagement Synthesis Report pp 16-21

<https://lcipp.unfccc.int/sites/default/files/2021-10/ICC-EEE-Synthesis-report.pdf>

Wheeler, H. C., & Root-Bernstein, M. (2020). Informing decision-making with Indigenous and local knowledge and science. *Journal of Applied Ecology*, 57(9), 1634-1643.

Audience analysis <http://www.thehealthcompass.org/how-to-guides/how-do-audience-analysis>

Audience segmentation <http://www.thehealthcompass.org/how-to-guides/how-do-audience-segmentation>

By next class you should have formulated your position on your case study, i.e. you will have chosen if you are to be the proponent of the project, a government department (any level of government), an NGO, or an Indigenous peoples' organization. This will be necessary to complete the stakeholder analysis in class.

Class 5 Wednesday October 9th: *framing the North for different audiences*

Continuing the discussion about representations of the North, students will delve into the question of competing epistemologies in the North, and the coproduction of knowledge.

Students will move from how the North is framed for different audiences to thinking about the characteristics of those audiences via a stakeholder analysis and will begin to formulate a position on their chosen development policy issue.

Guest speaker on knowledge coproduction TBC

Readings for next class

Reading pp 71-73 Bransford, Brown and Cocking, "Transfer and Cultural Practices"

Reading – Cooper, T. W. (1994). Communion and communication: Learning from the Shuswap. *Critical Studies in Media Communication*, 11(4), 327-345.

Negotiating Research Relationships With Inuit Communities, A Guide For Researchers

http://www.nri.nu.ca/sites/default/files/public/files/06-068_itk_nrr_booklet.pdf

Group report on issue DUE.

Class 6 - Wednesday Oct 16th: *Communicating to northern audiences – a deeper dive into cross-cultural communications and the particularities of communicating to northerners.*

Students will learn how to work out how to divide their audiences into different priorities and purposes, and apply this to their issue, and examine most effective messages and methods for each "audience".

Reading: messaging worksheet https://www.agu.org/-/media/Files/Share-and-Advocate-for-Science/020_38394_S2_Message_Worksheet.pdf

Reading: plain language audit tool

https://nwtresearch.com/sites/default/files/plain_language_audit_tool.pdf

Reading: Community engagement planning <https://www.tamarackcommunity.ca/hubfs/Community-Engagement-Planning-Canvas-2024-Fillable.pdf?hsLang=en-us>

Guest speaker (TBC): will discuss consultation and engagement in a northern context.

Wednesday October 23rd - no class (reading week).

Class 7 - Wednesday October 30th: *The other end of the telescope – communicating effectively with northern community organizations.* Increasingly, northern communities and peoples are regaining the recognized authority to govern themselves. This means that important policy decisions are being made at community levels. Students will learn how to communicate effectively with northern community audiences, particularly in a community presentation setting.

Readings for next class

Reading: Communications basics and strategy template (provided by instructor).

Facilitator checklist (provided by instructor)

Class 8 - Wednesday November 6th: *Communications planning– communicating policy to northerners, communicating northern issues to southerners - Students will understand the structure and elements of a communications plan, and will work with the instructor to create a communications plan relevant to their case.*

guest speaker(s) ITK communications department (TBC).

No readings - focus on your community presentation.

Class 9 - Wednesday November 13th: *Community presentations - Students will present their community presentations on their issue. 30 minutes max per presentation. This will be followed by joint critiques of the presentations for which the instructor shall provide a template.*

Community presentation DUE.

Readings for next class:

Blog post – who is an expert in the Arctic? <http://arctic.blogs.panda.org/default/who-is-an-expert-on-the-arctic/>

Cairney, P., & Kwiatkowski, R. (2017). How to communicate effectively with policymakers: combine insights from psychology and policy studies. *Palgrave communications*, 3(1),

37. <https://www.nature.com/articles/s41599-017-0046-8>

Briefing templates (supplied by instructor)

Class 10 - Wednesday November 20th: *Getting the issue into policy – students will examine policymakers as an audience. They will learn how to write an effective briefing note and deck (aka PowerPoint) and explore other ways of getting their message through to decision-makers.*

Guest Speaker (TBC): the decision-making process within senior government ranks including elements of briefings.

Reading for next class:

media relations manual (supplied by instructor)

Class 11 - Wednesday November 27th: *The role of media in public policy* – media have long played an important role in northern society, helping set public policy agendas. While that role is decreasing with the increased emergence of social media, traditional media are still a factor. In this class students will learn about the role of media, but also learn practical media relations skills, including how to prepare for an interview.

Briefing deck due

Class 12 – Wednesday December 4th: *Responding to urgent and emergent issues*– students will conduct a real-time exercise in dealing with an emergent issue in the chosen policy area, applying the skills and theory they have learned during the course. **This exercise will function as an examination for this part of the course.**

6. Evaluation

Students will complete background research on select northern issues and develop a variety of materials designed to communicate the issue to diverse audiences (Fall).

Deadlines: This course is organized in modules. Specific deadlines for the products in each module are specified in the detailed outline in this document.

Evaluation: Evaluation for each semester will comprise 50% of the total mark. Therefore, marks for each element of each semester shall total 50%. Details regarding the format and length of each product shall be given in class, and on a summary document in Brightspace

Group work: part of the course will involve group work. Each student is expected to contribute equally to the work of the group. Groups will be chosen by the students, and they will continue in those groups for the duration of the semester. Due to the levels of enrolment in any given year, it is not always possible to have the same number of people in each group. This means students in smaller groups may proportionally have to do more work. This inequity shall be taken into account in grading by the instructor.

1. Issue report 10% - group research report. Due date October 9th.

This report will focus on the topic chosen in week 2. The purpose of the report is to clearly and objectively lay out the issue as described below.

- 2,500-3,000 words
- Appropriately referenced (APA)
- To outline issue, including history, major stakeholder perspectives, contextual information that may be important (e.g. is there coming regional/national/international decision on the issue that will likely affect the outcome?), outlook for the future as far as it is known. Students will be graded on diligence of research into the areas covered above. This is a group assignment – each student in the group shall be awarded the same grade.
- Percentage of final mark: 10
- Due Oct. 9th

2. Community Presentation – Due date Wednesday November 13th (in class). NB: This is a live presentation, not a written report.

- Presentation will be done from the perspective of a government (local/regional/national), proponent, Indigenous people’s organization (local/regional) or NGO. Depending on the perspective chosen, the presentation may be informative or persuasive, but it must cover both pros and cons of the proposed development.
- 30 minutes maximum per presentation, plus 15 minutes for questions from the “audience” (other class members and instructor).
- Presentation may include any materials deemed useful or necessary to the presentation. You must notify the instructor a week in advance if you require any special arrangements or equipment.
- Not all elements of the presentation need be undertaken (for instance, I do not expect you to provide simultaneous translation into local languages). However, I do expect you to note what services *would* have been provided and arrangements made for the audience if this was a real-world situation.
- This will be followed by joint critiques of the presentations for which the instructor shall provide a template.
- Students will be graded based on their abilities to reproduce the best practices in creating a community presentation covered in class and set readings. This includes personal presentation skills. This is a group assignment, each student in a group will be assigned the same grade.

3. Briefing deck – due date November 27th

- Each student will take the position of a policy analyst within a territorial or Indigenous government to prepare a decision brief on the project in question. Use the information given to you about the format and purpose of briefing decks and briefing notes to help structure your deck.
- The briefing is to inform a decision-maker about options for action regarding your chosen development project (same project as for the previous assignments).
- No more than 15 slides (include speaking notes on the “notes” portion of each slide).
- PowerPoint original saved to pdf format
- Students will be graded based on their ability to follow the format and information on briefing supplied in previous classes and readings, and the acuity of their analysis of the issue and formulation of viable options. This is an individual assignment.
- Percentage of final mark: 5
- Due Nov. 27th

4. Final exercise (in lieu of exam) – December 4th

Students shall be assessed based on a real-time exercise in lieu of an examination. This exercise will take the form of a major announcement in their issue area. Each group will be expected to react to the announcement in the space of 3 hours. In that period each group shall:

- Provide an outline communications plan stating how the group intends to communicate to the primary stakeholder audiences. This should take the form of a heading identifying the audience, a brief characterization of audience interests, followed by bullets showing how communications to

each audience should unfold including channels and timing. *A template is provided for this exercise.* Students will have 2 hours to complete this task. At the completion of two hours, students are to email the document (in MSWord) to the instructor.

- Prepare for a five-minute on-camera interview.
- Following a fifteen-minute break, students will return for interviews. Order of interviews shall be chosen randomly
- Students will be graded based on their responses displaying their grasp on materials provided during the course, particularly the communications planning aspects, and the appropriateness of their responses to the audiences identified. They will also be graded based on their grasp of interviewing techniques previously covered in class.
- Percentage of final mark: 10
- This is a group assignment – each member of the group will receive the same grade.

5. Participation – ongoing

Students shall be assessed individually on the quality and quantity of their participation both in class and online. Participation doesn't just mean showing up, although that's a good start. It means taking an active part in class discussions, writing 'reading reflections', and responding to other's reflections.

- You are expected to post in the discussion groups on Brightspace after each set of readings (appropriate folders will be set up). The post could be focused on one or more of the readings, or it may be a synthesis of the readings. It doesn't have to be long. Anywhere from two-five paragraphs is optimal. It should be reflective, demonstrating an understanding of not just the reading, but how the reading relates to northern society. Your post should end with a question prompted by the reading or readings. *A selection of the questions will be used as prompts in the class, so posts should be online no later than 9 am on the day of the relevant class.* Students are encouraged to read each other's posts, and to respond online.
- The reading discussion folders will appear in the following week's module, e.g. for readings set on September 11th, the discussion folder will be in the September 18th module.
- Students will be graded based on their participation, the level of understanding of key points in readings displayed, and the acuity of their commentary on those points.
- Percentage of final mark: 15

Lateness Policy: Just as there is no lateness policy for most job-related deadlines, there will be a **no tolerance lateness policy** for this course.

- All written assignments must be submitted in word format or PDF, via email by no later than 9am on the day they are due.
- All oral presentations must occur in class on the date indicated.

Students assume all risk for lost or missing materials.

*Be sure to **keep a back-up electronic copy** of all assignments.*

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.

7. Statement on Academic Integrity

- a. Permissibility of submitting **substantially the same piece of work** more than once for academic credit.
 - It is not expected that any work generated for this course will be appropriate for other courses, and conversely, work created for other courses is unlikely to be appropriate for this course.
- b. Permissibility of **group or collaborative work**.
 - The expectations of group work are laid out above under “evaluation”
- c. Permissibility of the use of **generative artificial intelligence tools (e.g. ChatGPT)**.
 - Any use of generative AI tools to produce assessed content is considered a violation of academic integrity standards, and will not be permitted in this course.

- d. **plagiarism**, (excerpt from Carleton’s Academic Integrity Policy).

“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.

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

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

8. Statement on Student Mental Health

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

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

- 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/>
- Empower Me Counselling Service: call 1-844-741-6389 or connect online at <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
- The Walk-In Counselling Clinic: for online or on-site service <https://walkincounselling.com>

9. Requests for Academic Accommodations

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

Reasonable accommodations will be made for students with extenuating circumstances (i.e. out of your control). Any requests for deadline extensions for assignments should be made at least 5 business days prior to the deadline. In case of missed deadlines due to unforeseen circumstance, students must make best efforts to provide the instructor with information regarding the circumstance, and to negotiate some way of completing the assignment

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

Academic consideration for medical or other extenuating circumstances: Students must contact the instructor(s) as soon as possible, and normally no later than 24 hours after the submission deadline for course deliverables. Please be prepared to complete the Self-Declaration for Academic Considerations form .

Students should also consult the Course Outline Information on Academic Accommodations for more information. Detailed information about the procedure for requesting academic consideration can be found here.

Pregnancy and family-status related accommodation: Please write to me with any requests for academic accommodation during the first few 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 instructors 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 click here.

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. If you are already registered with the PMC, please request your accommodations for this course through the Ventus Student Portal 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). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the University Academic Calendars. 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

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university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. 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.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Other Important Locations on Campus:

- Writing Services <https://carleton.ca/csas/writing-services> (506 and 507 MacOdrum Library)
- Centre for Student Academic Support <https://carleton.ca/csas/> (CSAS, 2nd Floor, MacOdrum Library)