

Department of Sociology and Anthropology Contract Instructor Guide

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Welcome to the Department of Sociology and Anthropology!



We are fortunate to have an outstanding team of contract instructors who add to our diverse expertise. This guide is intended to provide an overview of the contract instructor experience in the Department and at Carleton University. This guide includes helpful information about teaching regulations, student resource referrals, technical support, office space, course outlines, ordering textbooks for your course(s), managing Teaching Assistants, academic integrity and academic offenses, grades and grading, tests and examinations, the process for deferred student work, and CI benefits, among other topics. Please click [here](#) for a list of frequently asked questions pertaining to the contract instructor role.

We are also very fortunate to have two department teaching mentors for 2021-22, [Tonya Davidson](#) and [Matthew Hawkins](#). They are full-time instructors and great teachers, and it is part of their job to provide teaching advice to other instructors. You are encouraged to contact them and chat with them about teaching.

Please introduce yourself to our Chair, [Blair Rutherford](#), and feel free to contact him with any teaching, student, or TA-related questions or issues.

Who Can Help Me?

Academic Regulations of the University can be [found here](#).

Blair Rutherford is the **Departmental Chair**, and he is happy to discuss issues related to your courses, ideas for teaching, concerns with grading, students, teaching evaluations, etc. Blair should also be your first point of contact when dealing with student academic offences.

Office: B759 Loeb Building
Phone: 613-520-2600 x. 2601
Email: blair.rutherford@carleton.ca

Kimberley Seguin is the **Administrative Assistant to the Chair**, and she can help set up meetings with the Chair. Kimberley is also responsible for building CI contracts, and for coordinating teaching evaluations as well as final and deferred examinations. She can help you with academic offences (e.g., plagiarism).

Office: B755 Loeb Building
Phone: 613-520-2600 x. 2583
Email: kimberley.seguin@carleton.ca

Paula Whissell is the **Departmental Administrator**, and she handles a variety of tasks including but not limited to TA/RAships, budgeting, timetabling (including changes), classroom issues, calendar changes, space on campus, and guests.

Office: B746 Loeb Building
Phone: 613-520-2600 x. 2584
Email: paula.whissell@carleton.ca

Stephanie LeBlanc is the **Administrative Assistant**, and she is responsible for the needs of CIs – office space, coordinating office hours, keys, and photocopying midterms. She can help you troubleshoot technology, and can book space for you if you need to meet with your students and/or TAs outside of your office hours.

Office: B750 Loeb (main office for the department)
Phone: 613-520-2600 x. 2582
Email: stephanie.leblanc@carleton.ca

Kim Mitchell is the **Undergraduate Administrator**, and she can fill you in on student requirements. She is also the go-to for late registration requests. It is not uncommon for students to ask permission to be backdated into a class after registration closes. Although this is your call as the CI for the course, it is highly recommended that you contact Kim before signing any forms for late registration. Students may not have been able to register during the regular registration period for several reasons, reasons that do not necessarily change after the close of registration. Also, late registrations mean they are starting the classes 3 or 4 weeks late and may have missed major components of the course. Please contact Kim before signing any late registration requests.

Office: B749 Loeb Building
Phone: 613-520-2600 x. 2586
Email: kim.mitchell@carleton.ca

Patricia Lacroix is the **Graduate Administrator**, and she is responsible for providing guidance to graduate students. She handles graduate student admission, awards, funding, graduate student registration, and defences, among many other tasks.

Office: B753 Loeb Building
Phone: 613-520-2600 x. 2587
Email: patricia.lacroix@carleton.ca

CUPE 4600 is the union that oversees labour rights for CIs and Teaching Assistants here at Carleton, including benefits. Please click [here](#) for more information on health and dental benefits, the professional development fund, the tuition waver, library and computing services access, and access to athletic facilities on campus. Please click [here](#) for more information about the CI Collective Agreement, seniority list, and job postings. CUPE 4600 can be reached at 613-520-2600 x. 4600 and can be found in 511A Unicentre. More contact information can be found [here](#).

Human Resources can be reached at 613-520-3634, are located in 507 Robertson Hall, and can help with matters related to your pay. If new to Carleton as an employee, then you will need to be documented in HR before the start of the term. Please click [here](#) for more information for new employees, and [here](#) for more information about the documentation process, which involves an Employee Intake form (for new contract instructors). Please note that you will not receive paper pay stubs. Rather, you can check your payment history on Carleton Central, which can be accessed with your MyCarletonOne username (please see page 7 for more information on your Carleton username and e-mail). Similarly, there are no paper tax receipts. Your T4 will be downloadable from Carleton Central. You will get a notification that the forms are ready.

Parking Services provides a list of parking rates on campus. Click [here](#) to access their website, which includes parking rates and provides information on the cheapest all-day parking lots. The daily rate in certain lots (particularly those closer to Bronson Avenue) is a much better deal if you are only on campus for class or meetings. Parking Services are located in 204 Robertson Hall.

What do I Need to Know?

Computing Account and Technical Support

A computing account will be set up for you so that you can [view and approve your contract](#). Click [here](#) to learn more about your MyCarletonOne account and ITS at Carleton.

Information Technology Services (ITS) provides support and services to the campus as a whole, while Computing Support Units (CSUs) support personnel work within each Faculty. Please visit the [ITS website](#) for more information about Technical Support, your [MyCarletonOne Account](#) (which includes [setting it up for the first time](#)), and [Classroom Support through IMS](#).

Classroom Electronic Media Access

Please note that the following information is for in-person teaching.

Before your first class, you will need to get a key for electronic classroom media units from IMS (D283 Loeb). There is a \$25 fine for losing your key. IMS provides training sessions on how to use the electronic classrooms.

The [IMS Online Help Centre](#) provides a useful guide for matters related to classroom technology. It features an immediate assistance page with instructions on how to solve the most common classroom issues, plus a self-guided classroom orientation tool with step-by-step instructions and short video demonstrations on the classroom technology. It also has a quick how-to guide and FAQ for fast access to information.

Carleton ID Card

You will need to pick up a card at the Campus Card office in 407 Unicentre. You will need to provide a copy of your contract before they will issue your card. You can then take your card to the Library and have it activated for library access. Contact campuscard@carleton.ca for more information.

Carleton Central

Here, you will find your pay information, tax forms, course details, timetable, exam information, etc. Here, you will also be able to access the E-grades system to enter final grades for all students in your course(s). Please see page 18 for more information about E-grades.

Office Space and Departmental Mailroom

Please note that the following information is subject to changes based on current COVID-19 restrictions. Office hours can be offered virtually.

You are expected to hold weekly office hours (at least one hour per week), or times when you are available to meet with students. For safety reasons, it is best to schedule these hours during the day if possible. If you can only schedule office hours in the evening, then you should be aware of safety considerations for both you and your students. Check out the [Safe Walk Program](#) here on campus, which

is where Campus Safety officers provide a safe walk or escort from your location on campus to any location on campus free of charge.

Please note that you will be sharing an office space with other CIs. When creating your course outline, please indicate your preferred office hours as this will help the Administrative Assistant, Stephanie, assign office space based on CI preferences. Once the course outlines have been reviewed, the Administrative Assistant will provide keys for your assigned office and for the mailroom. Your keys can be picked up from the Administrative Assistant in B750 Loeb.

You will be assigned a mail slot in the mailroom in B751 Loeb. Student assignments may be deposited in the Departmental Dropbox in B750 Loeb. Assignments will be date-stamped by the Administrative Assistant, and will be placed in your mail slot. If you have Teaching Assistants, then you are responsible for ensuring that the assignments get to the appropriate TA. The Administrative Assistant can let you into the graduate student mailroom in B754 Loeb.

Computer Access, Printing, Faxing, and Photocopying

CI offices have computer access as well as a printer. There is also a central Departmental printer and photocopy machines in the mailroom (B751 Loeb), and a fax machine located in the main office in B750 Loeb. The Administrative Assistant can assist you if you encounter issues with computer access, printing, faxing, and photocopying.

Office Phone

There are phones in all CI offices with phone message systems, however, most students typically use email for contact. Please see the Administrative Assistant in B750 Loeb for more information.

Teaching Resources

[Teaching and Learning Services](#) (TLS) offers plenty of resources, including [information about transitioning to online teaching](#). The units that make up TLS – [Carleton Online](#), the [Discovery Centre](#), the [Educational Development Centre](#), [Instructional Media Services](#) and the [Media Production Centre](#) – offer a range of services in support of teaching and learning.

The Educational Development Centre (EDC) has created a [Teaching Resources page](#), which you may find helpful. This page features a searchable database on a variety of topics including administrative pedagogy, teaching tips and tools, tips for course design, tips for teaching with technology, etc. The EDC also offers a variety of [events](#) year-round, from workshops and roundtables to training sessions, as well as an annual teaching and learning symposium.

Student Referrals

The [Student Referral Guide](#) was designed to help us learn about the wide range of services and programs available on campus.

Some of the academic support offices include the [Academic Advising Centre](#) (AAC), the [Centre for Student Academic Support](#) (CSAS), the [Paul Menton Centre for Students with Disabilities](#) (PMC), the [Student Experience Office](#) (SEO), and the [International Student Services Office](#) (ISSO).

Carleton University offers a [range of supports](#) to all students as well as resources specifically for Indigenous students. The [Centre for Indigenous Initiatives](#) nurtures a sense of belonging for Indigenous students and delivers resources and training to educate the Carleton community about the experiences, histories and worldviews of Indigenous peoples.

Some of the personal support offices and programs include [Health and Counselling Services](#), [Student Affairs](#), and [From Intention to Action](#) (FIT: Action), and the [Department of Equity and Inclusive Communities](#). The Department of Equity and Inclusive Communities has also released a guide for [Responding to Disclosures of Sexual Violence](#), which includes a list of on- and off-campus resources and support services.

There is also a [Mental Health and Well-Being](#) website, which includes a [list of resources](#) for students to consider in times of crisis. Additionally, there is a [Supporting Students in Distress Guide](#), which provides a list of on- and off-campus resources and support lines, and a list of steps to be taken when supporting and referring students in distress.

Storage

Please note that the following information is subject to changes based on current COVID-19 restrictions.

Please hand back assignments either during class or during your office hours. We will provide storage for your student papers and exams in the department once the course is over. As a rule we keep all student documents for one year before they are sent to be shredded. Please see the Administrative Assistant in B750 Loeb for assistance, and she will provide you with boxes to store your assignments. Please organize all assignments/exams/etc. in alphabetical order, and ensure to only fill each box $\frac{3}{4}$ of the way full so that the box is not too heavy.

For any online storage of assignments and exams, please contact the Administrative Assistant, Stephanie LeBlanc at stephanie.leblanc@carleton.ca.

My Course(s)

Course Details

On Carleton Central you can check the details of your course (e.g., enrollment, room number, and timetable; whether your class is a seminar or a lecture-based course; whether there are discussion groups scheduled; etc.). You can even access a course summary class list – listing the students' names, student numbers, majors and year of study.

Course Outline

As per the [Academic Regulations](#) of the University, "The instructor is required to provide a formal statement to students called the Course Outline. The course outline must be made available to all Carleton students registered in that course, on or before the required date found in the schedule for The Academic Year, normally one week prior to the start of a term."

The Department requires course details (e.g., evaluations, readings, class schedule, scheduled final or take-home exam information) as soon as possible, so that it can be placed on the Departmental website (with your permission) to attract students. The Administrative Assistant will send out a course outline request via email, and you are asked to submit your outline to the Administrative Assistant for review by the deadline outlined in the email. The Administrative Assistant will share the outline to the Chair for their review and approval. Once the outline has been approved it will be uploaded to the Departmental website for your course, with your permission.

The course outline must include specific information (as seen in the list below), so please use the course outline template provided. Once the outline has been approved by the Chair, it becomes the official copy. If you would like to make changes to your outline after it has been approved, then you must submit your changes to the Chair for approval.

The course outline must specify:

1. The complete calendar course description, as found [here](#) for Anthropology courses and [here](#) for Sociology courses.
2. Proposed list of topics to be covered.
3. Mandatory required materials to be acquired.
4. All the elements that will contribute to the final grade and the overall approximate grade breakdown for the course. The elements and grade breakdown may initially be approximate, but are normally confirmed no later than the last day of registration for the term.
5. Due dates for major course elements should be indicated. The dates may be tentative initially, but are normally confirmed no later than the last day of registration for the term. If changes to due dates are required students should be given at least two weeks' notice. Final scheduled exam dates are excluded from the information provided, and will be presented at a later date in the term, so can be left as TBD (to be determined) in the outline.
6. TA information, as available.
7. Any required time commitments occurring outside of the formally scheduled lectures, tutorials, labs and discussion groups. Changes may be required but students should be given at least two weeks' notice. These time commitments are specific to course requirements and do not imply study time or group work, for example.

8. The outline must also include/reference all University policies governing academic accommodation. A statement about [accommodations](#) must be included on each of your course outlines. This statement is already included in the course outline template provided by the Administrative Assistant, and is updated to reflect the correct dates and deadlines for each term. If you have any questions on academic accommodation, please call Equity Services at 613-520-5622 or visit their office in room 503 Robertson Hall.

Course outlines are uploaded to the [Courses page](#) on our website. The most recent course outlines for courses taught in the Department are on the website.

If you are new to a course you can contact the Administrative Assistant or the Chair about possible materials from the previous instructor. Many instructors will be happy to provide details about the course (e.g., approaches, what worked, what didn't work, etc.) or course material with you, particularly if they can't teach the course again or are on leave and want someone to deliver the course in a similar way. The Administrative Assistant or the Chair can contact the previous instructors on your behalf if you prefer.

Brightspace

[Brightspace](#) became Carleton's learning management system (LMS) in May 2021. Brightspace is an online collaborative learning space where instructors, TAs and students can share course materials, hold online discussions, meet in live web conferencing sessions, share assignments, and more. This is the place where you can upload your lectures and other course documents for your students; set up discussions; send emails; keep an electronic gradebook; etc. You can also set up electronic dropboxes for student assignments. Similarly, you can return marked assignments and comments on Brightspace. If you choose not to use some of the electronic facilities of Brightspace you will need to inform the students of alternative ways you will get the material to them.

If you are new to Brightspace or want a refresher, the Educational Development Centre provides [Instructor support](#) (information about adding course content, understanding the layout, using the gradebook, using communication tools, etc.) and can assist with course development. Contact the EDC by email at edc@carleton.ca, edtech@carleton.ca, or phone (613-520-2600 x. 4433). Technical and account support is through ITS, and they can be reached at 613-520-2600 x. 3700 or its.service.desk@carleton.ca.

Textbooks, Course Material and Copyright

You have many options when it comes to ordering textbooks and other course material for your course. Please note that there are plenty of other outlets for textbooks besides the three following options:

1. Ordering textbooks/course material through the [Carleton University Bookstore](#):
You will need an account to order. If you haven't already received a signup password, please contact the bookstore by sending an email to the Carleton Bookstore Textbook Manager Lekan Oyelola at lekan.oyelola@carleton.ca. Include the course code, section, book title, and ISBN. To access the Online Adoption Tool (if you already have an account), then you will need to visit adoptions.efollett.com and log in. From there, you will go to **Books** in the top navigation and under the **Information** heading, click **Online Adoptions**.
2. Ordering textbooks/course material through [Haven Books](#):
For more information, please click [here](#) and [here](#).
3. Ordering textbooks/course material through [Octopus Books](#):

For more information, please click [here](#).

Please note that most publishers will send you a complimentary copy for review. Some of them may require that you return the book after a certain time or pay for it if you wish to keep it. If you choose to adopt the text for your course, you will be given a desk-copy for yourself. If you have TAs who will need to read the text in preparing their tutorials, you may be able to negotiate further desk-copies.

You also have the option of setting aside a selection of material for use by students registered in the course by placing [readings on reserve](#) at the MacOdrum Library. Ares is Carleton's reserve management system and it allows students to access reserved material through a single access point. Once your request has been processed, reserves will be available to your students via Ares (for electronic reserves), or as a short term loan in the library (for physical reserves). You may also integrate your list of readings in Ares into Brightspace. Click [here](#) for more information about Ares.

Any photocopying and scanning from copyrighted works that is used for teaching must be limited to what is allowed under the Copyright Act. When preparing course materials, course instructors should consult the [Carleton Fair Dealing Guidelines](#). The [Library's E-Reserves service](#) offers a simple way to make course readings available to student electronically, and library staff will ensure that the materials posted are copyright compliant, including paying for permissions if required. Any questions about copyright can be sent to copyright@carleton.ca. This includes questions about using movies or internet-based materials in class, as well as questions about author's rights, and open access.

Another option is to assign the URLs for academic papers, newspaper columns, magazine articles, government documents and rely on the students to access these themselves.

Student Assessment

While it is often a matter of personal preference, a number of factors will determine the type and amount of assessments you choose, including for example: the size of the class; the course level; your own time schedules; access to TAs; number of TAs; what you hope to achieve through the deliverables; etc. Getting feedback to students early and often is important.

When determining your methods of assessment it is often a good idea to mix up the types of assignments (e.g., short assignments, longer papers, group assignments, midterm exams, final exams, take-home exams, etc.). There are also different ways students may present material throughout the term. Some instructors have been experimenting with alternatives to traditional papers (e.g., photo-essays, posters, journals, etc.). These sometimes get the students excited about the work and they may produce better quality assignments.

For example, exercises in ethnography are a valuable learning experience in many disciplines. However, it is very important to provide specific instructions and guidance on the process and the choice in public sites that may be used to conduct observations. It is also very important to provide this information in the beginning of term well before some keen participants start the assignment. Some public sites are considered safe spaces and would not be appropriate for participant observation. Safe spaces are spaces in which there is an expectation of privacy, if not protection. When discussing the ethnographic assignment with your TAs and students, it is important to share this information. It would be helpful to provide a list of appropriate public sites, as well as a list of inappropriate sites (both on and off campus). If students propose an alternate location, it would be best to have the instructor review the request and follow up with the site if necessary prior to approving the site. If the proposed public site is Starbucks, a bus, or the

Rideau Centre, for example, then there should not be any issues with participant-observation. If the proposed site is considered a safe space, such as Carleton's Womyn's Centre or Ojigkwanong, then it would be necessary to follow up with the individuals responsible for running these spaces.

Tests and Examinations

Please consult [Undergraduate Examination Regulations](#) for a complete list of examination rules and regulations. All tests and examinations are subject to the following scheduling rules, as set out in the undergraduate calendar:

- **Tests and examinations given in class** must not exceed the time allotted for the class. No summative tests or final examinations may be held during the last two weeks of fall or winter terms, or during the last week of each half of the summer term. Formative tests or examinations may be held during the last two weeks of classes of fall or winter terms, or during the last week of each half of the summer term, provided they do not total more than 15% of the final grade. The purpose of formative tests or examinations is to provide feedback to students on a component of the course content.
- The schedule for any **term tests or examinations held outside of class time** must be communicated in the course outline. Students who are unable to write during this scheduled time must be accommodated before the last day of class.
- **Final or end-of-term examinations will be held in the official examination period.** Formally scheduled final exams are organized by the McIntyre Exam Centre (MEC) and by Scheduling and Examination Services (SES). Scheduling and Examination Services (SES) usually sends out an email with instructions and information regarding final exams in advance of the exam period. Here are some important details to keep in mind when final exams are held in-person. **Please note that current COVID-19 restrictions have temporarily moved final exams online. More information about Fall 2021 and Winter 2022 exams will be shared as soon as possible.**
 - Instructors are responsible for invigilating their own exams.
 - Additional invigilators are required for each additional group of 50 students. For classes over 50 students with a teaching assistant (TA), please include proctoring the final examination as one of the TA duties and account for the hours when signing off on the TA contract(s).
 - If you have difficulty providing this level of invigilation support, please consult with your Department.
 - It is important to note that if you are unable to invigilate, it is your responsibility to make arrangements for alternate supervision and to inform your Chair of these arrangements.
 - Exam Services requires instructors to arrive at the exam site a half hour before the exam start time.
- **Take home examinations** in any term will be assigned on or before the last day of classes and are due on the last day of the official examination period. Final take-home examinations not set according to this normal practice must be formally scheduled by Scheduling and Examination Services and are subject to overload rules (i.e., you may not chose the due date). In all cases the rules for take-home examinations must be well communicated to students by course instructors.

No Exam Alternative: Final Assignment

You do not need to have an in-class exam, a formally scheduled final exam, or a take home exam in your course(s). You can opt for a final assignment, but it must be due on or by the last day of classes.

Deferred Term Work, Midterms and Examinations

In some cases, students are unable to complete term work or attend midterms or examinations because of illness or other circumstances beyond their control, which forces them to either delay submission of their work or to miss a midterm or final exam. You are certainly within your rights to ask the student to provide a medical note from a doctor if you want to confirm an illness or another medical issue. This is especially so in situations where a student has missed an exam or a due date and has not contacted you beforehand or when a student has missed a number of classes due to illness. Please note, however, that forged medical notes are becoming more common.

Deferred Term Work

Students who claim illness, injury or other extraordinary circumstances beyond their control as a reason for missed term work are held responsible for immediately informing the instructor concerned and for making alternate arrangements with the instructor and in all cases this must occur no later than three (3.0) working days after the term work was due. The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule. Normally, any deferred term work will be completed by the last day of term.

In the event the altered due date must extend beyond the last day of classes in the term, the instructor will assign a grade of zero for the work not submitted and submit the student's earned grade accordingly; the instructor may submit a change of grade at a later date. Term work cannot be deferred by the Registrar. Instructors **may not** enter the grade of DEF.

In cases where a student is not able to complete term work due to illness or injury for a significant period of time/or long term, the instructor and/or student may elect to consult with the Registrar's Office (undergraduate courses) or Graduate Registrar (graduate courses) to determine appropriate action. If academic accommodation is granted, but the student is unable to complete the accommodation according to the terms set out by the instructor as a result of further illness, injury or extraordinary circumstances beyond their control, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses). Please note, however, that the course instructor will be required to submit an earned final grade and further consideration will only be reviewed according to established precedents and deadlines.

Please click [here](#) for more information about deferred term work.

Deferred Midterms

It is not uncommon for some students to miss a midterm for any number of reasons. The Registrar's Office does *not* process missed midterm requests. These situations are handled at the discretion of each CI. Although it is up to you as the CI for the course to handle each case, here are a few helpful suggestions:

- It is helpful to include information about missed midterms in your course outline as this may help prevent unnecessary missed midterms.

- Occasionally, students encounter circumstances beyond their control where they may not be able to write a midterm exam. Examples of this would be a serious illness or the death of a family member. These are the only really valid reasons to miss a midterm. Students should not be planning holidays around midterm time (e.g., extending reading week).
- Students that miss a midterm should get in touch with you as soon as possible (either before or immediately following the scheduled midterm) and provide supporting documentation (e.g., valid doctor's note with some details).
- Students missing a midterm for vacation do not need to be accommodated.
- Makeup midterms: it is recommended to set one makeup midterm date. Students are expected to accommodate you and your schedule. If a student is unable to write the makeup midterm as scheduled, the weight of the midterm can be transferred to the final exam if you so choose. Makeup exams can be scheduled during class time in an alternate location or outside of class time. Please contact the Administrative Assistant, Stephanie, to arrange a room.
- If you have just one request for a makeup midterm exam (or just a couple to accommodate), it can be proctored by the main office staff. Please contact Stephanie to arrange a room. Please provide a copy of the exam and details about the student, date and time.
- Full-credit courses have midterms in December and are officially scheduled exams. Missed midterms for full-credit courses are at the discretion of the instructor and can be handled as outlined above.
- Again, midterm makeup exams are at your discretion and each case may be very different and handled differently.
- Finally, although not related to missed midterms, CIs must note that booking a midterm for students with PMC accommodation needs to be done at least two weeks in advance of the proposed test date via the McIntyre booking form. Please refer to the Student Accommodations section for more information. Should a PMC-registered student miss their midterm exam at McIntyre, if there is justification for a makeup exam, these can also be re-scheduled via the McIntyre exam booking form, making reference to the original booking confirmation number (a good thing to hold onto in case there are changes, cancellations or make ups needed later on).

Deferred Final Examinations

Students who are unable to write a final examination because of illness or other circumstances beyond their control may apply to write a deferred examination. The student must apply for the deferral through the Registrar's Office. The application for deferred examination must be made in writing to the Registrar's Office no later than three working days after the original final examination or the due date of the take-home examination; and be fully supported in cases of illness by a medical certificate or by appropriate documents in other cases.

Deferred examinations will be written during the published deferred examination period. Once the deferred examination has been written and graded, the instructor must then submit the revised course grade through the Deferred Grades window in the E-Grades system.

Please click [here](#) for more information about deferred final examinations.

My Classroom(s)

Ensure that the type of room assigned to your course meets your teaching needs. For example, do you need desks and chairs that can be moved around for group activities? Do you need space to layout maps or other materials? Do you need computers for the students? If possible, take time to visit the classroom ahead of your first teaching day. Familiarize yourself with the type of electronic facilities, lighting, screen position, blackboards, etc. Different classrooms have different set-ups – from mini-electronic classrooms to fully electronic rooms. There are quite a few variations in the electronic setup.

If the room does not meet your requirements you can request a room change through the Departmental Administrator, Paula. This is better done early when you are first made aware of course details. Given space limitations on campus, change requests are not always granted.

Learn how to use the computer and data projector in your electronic classroom by checking the [Quick Tech Guide](#). You can contact the [IMS Classroom Technology Support](#) department while your class is in session for urgent help requests. They can be reached at 613-520-3815.

IMS Classroom Technology Support also offers instructional seminars on working with the equipment in the different classrooms. These sessions are announced via email prior to the term starting. There are also instructional videos on [their website](#).

If you like to use the blackboard to teach, don't rely on there being chalk in the classroom. There is a supply of chalk in the teaching supplies cupboard in the Departmental mailroom. Likewise, for classrooms with whiteboards you will have to pick up pens from the main office in B750 Loeb.

Teaching Assistants

One or more Teaching Assistants may be assigned to your course to assist with course delivery. You will be informed by your unit of the name(s) of the TA(s) assigned to your course, together with the number of hours available for each TA. One full TA for one term is 130 hours, though fewer hours of a given TA may be assigned to a specific course as warranted. Once TAs are assigned to a course, instructors are required to assign work duties (e.g., leading discussion groups, holding office hours, marking assignments and/or final exams) to their TAs. If TAs are expected to proctor examinations, this must be included in the assigned duties and included as part of the allocated hours. Instructors are strongly encouraged to meet with their TAs early in the term to discuss this assignment of duties and any other issues related to the course. Additionally, all instructors must complete the electronic TA Assignment of Duties form for each TA, showing the duties assigned to that TA and the number of hours assigned for each duty. This form can be found on Carleton Central under Faculty TA Management System. Once the instructor assigns duties, TAs themselves must go on to Carleton Central and sign off on the hours assigned to them. **The assignment of duties in Carleton Central is a contract and any changes should be agreed upon by both the Instructor and TA.**

Being assigned Teaching Assistants for your course is not always a given. If your class is over a certain size (usually around 60 students) or has discussion group components you will likely be assigned a TA. Larger classes will have several TAs assigned to them. The availability of TAs does depend upon the availability of grad students to cover these positions. On some occasions, you might find that your TA comes from another department other than Sociology/Anthropology. These are always students from related disciplines, however. In certain circumstances, senior undergraduates have also been hired as TAs. If your class is smaller, but you think you may require a TA you can always inquire with the Departmental Administrator.

Bear in mind that while TAs can be a benefit in terms of reducing your assignment and exam marking workload, working with TAs also adds a further level of responsibility. Regular meetings with TAs to discuss marking guidelines, grading, discussion group preparation, and time management may be needed. Please allocate the TA hours according to course needs including marking of the final exam. Additional hours will not be assigned for final exams. Monitoring of time spent is essential for both TAs and instructors. TAs should not exceed the maximum number of hours allocated (e.g., 130 hours for a full TAship).

You may also want to confirm attendance and/or availability for the term. TAs should not be booking holidays or travel during the term or final exam period if a final exam is scheduled, with the exception of reading week. Precise planning and constant communication are key to successful working relationships with TAs. If there are any issues that cannot be easily resolved, please bring them to the Chair immediately – do not wait until they accumulate or until it is too late to take appropriate action.

Grades

The system of grades used, with corresponding grade points and percentages, is:

A+	12	90-100%
A	11	85-89%
A-	10	80-84%
B+	9	77-79%
B	8	73-76%
B-	7	70-72%
C+	6	67-69%
C	5	63-66%
C-	4	60-62%
D+	3	57-59%
D	2	53-56%
D-	1	50-52%
F	0	0-49%

Grade points indicated above are for courses with 1.0 credit value. Where the course credit is greater or less than one credit, the grade points are adjusted proportionately.

Other grades and notations (e.g., GNA, etc.) which may be assigned by an instructor can be found in the [Grading System](#) section of the Academic Regulations.

Posting Grades

You are encouraged to make grades on coursework available to students through Brightspace as this is the official mode of communicating results to students. You are encouraged to refrain from posting final letter grades on Brightspace before they have been approved by the Dean. If you do post before the approval process is complete, please include a note to the effect that grades are tentative until approved by the Dean. Encourage your students to check their final grades on Carleton Central. To protect confidentiality, please do not post grades on your office door or release grades to students over the telephone.

Final Grade Reports

Final grades are submitted electronically through the [E-Grades system](#). All final grades have a submission deadline and meeting this deadline is essential to the timely generation of Academic Standing decisions and the efficient handling of graduation. If for any reason the deadline must be missed, you must establish alternate arrangements through your chair/director, and the Associate Dean of your Faculty must be informed in writing.

NOTE: If students have not submitted assignments in time for you to meet the deadline, please submit the grades anyway. You can assign an interim grade to such students, calculated by assigning a grade of F or of 0 (zero) to the deferred work, and then calculating the grade in the usual fashion (one that reflects work submitted up to that point). If the students in question subsequently submits the missing assignment(s), you will be able to change their final grade using the Change of Grade function in the E-Grades system.

Visit the [E-Grades website](#) for access to documentation and training materials (Instructor Manual) on the E-Grades submission/approval process.

Appeal of Grade

A student has a right to have their grade reviewed, and an instructor has an obligation to conduct such a review. If this [informal process](#) fails to resolve all outstanding issues, a student may file a [formal appeal of grade](#) with the Registrar's Office. That formal appeal is decided by the faculty Dean, whose decision is final.

Student Accommodations

The course outline must include/reference all University policies governing academic accommodation. A statement about [accommodations](#) must be included on each of your course outlines. This statement is already included in the course outline template provided by the Administrative Assistant and is updated to reflect the correct dates and deadlines for each term. If you have any questions on academic accommodation, please call the Department of Equity and Inclusive Communities at 613-520-5622.

At some point either prior to or early into the term you may be sent information from the [Paul Menton Centre](#) (PMC) about a student who has registered with them. The PMC is a facility that is set up to help students with various disabilities to succeed academically. Disabilities may range from cases of dyslexia and learning disabilities to sight or hearing impairment to other physical disabilities. All students with disabilities who are registered with the PMC must be given accommodation.

Each student registered with the PMC is assigned a caseworker who coordinates with faculty and helps to design the means by which the student can cope with course challenges. When contacted by the PMC, you will be informed of the sorts of accommodation the student requires. These are varied but include, for example: making provisions for the student to have more time to do tasks; arranging for a note taker to be present in your classroom; or having your lectures or other material transcribed into brail. The PMC will make arrangements with you for accommodating any students who have special needs with regards to formal exams.

Test, Midterm and Exam Accommodations for PMC Students

Scheduling and Exam Services facilitates tests and exams for Paul Menton Centre students in the McIntyre Exam Centre (MEC). They provide students with a quiet, confidential and stress-free environment to write their course tests/exams. Instructors can submit booking requests and exam materials via the [McIntyre Exam Centre site](#).

Please note that Scheduling & Examination Services is responsible for making accommodation arrangements for all formally scheduled final exams.

Academic Offences

In addition to the required statement on plagiarism in the course outline template (found in the Course Outline section), instructors are strongly encouraged to make clear their expectations with regard to academic integrity. Plagiarism is perhaps the most prevalent form of academic dishonesty and has been occurring at an increased rate in recent years. This may consist of a couple of lines that have not been properly accredited to whole pages that have been “clipped” from the Internet verbatim with no citations.

It is recommended that you repeat throughout the term that any copying from another student or from another source without proper citation and/or quotation will be sent to the Associate Dean for review. If academic dishonesty is deemed to have taken place, a stiff penalty is usually imposed (this is usually a 0 for the assignment; repeat offenders are often treated more severely and can either be failed in the course or expelled from the University). Ensure that the students ask for help from you or the TAs if they are not sure how to use/cite materials from various sources.

If you have evidence that an offence such as plagiarism, cheating, or unauthorized collaboration has occurred, immediately notify your Chair/Director. The [Academic Integrity Policy](#) states that alleged violations should be reported within five working days after the assignment has been graded. In assessing the merit of Academic Offence allegations, the Associate Deans need as much supporting detail from instructors as can be provided.

If you suspect academic dishonesty you must submit copies of all the necessary material, fully documented and annotated, for review by the Chair. The Chair will then sign them and hand them on to the Associate Dean. There are no exceptions or custom solutions and, at this point, **do not** talk directly to the student. At Carleton there is a “zero tolerance” policy towards cases of academic dishonesty. In other words, cases of plagiarism or cheating must be reported through official channels and, ultimately, sent to the Dean’s Office. The student will then be informed that they are suspected of committing acts of academic dishonesty and that they are requested to attend a meeting in the Dean’s Office to address the situation. You will not be required to be involved at this stage.

If you are unsure about the process and how to proceed you can get further advice from the Administrative Assistant to the Chair or the Chair.

For more information, please consult the [Instructor’s Guide on Academic Integrity](#).