SOCIAL WORK 1000

Sections A and V 2012-2013

Introduction to Social Work and Social Welfare

Wednesdays 14:30 – 17:30 or via CUOL distance Education
Room SA624

Instructor: Dr. Susan Braedley
618 Dunton Tower
613 520-2600 (3662)

Teaching Assistants: TBA

Office Hours: Virtual Office Hours TUESDAYS 19:00 – 20:00
Big Blue Button

Regular Office Hours are Tuesdays 2:45-4:45 pm or by Appointment

Email: susan_braedley@carleton.ca
Course Overview

This course provides an introduction and overview to Canadian social welfare and Canadian social work. As we proceed, we will consider the life circumstances and life chances of Canadians as they are affected by economic and social conditions and by government policy. We will look at the history of social welfare in Canada and contemporary policies as they affect different groups of people in Canada. We will also explore social work and its relation to social welfare in Canada. We will explore the historical roots and contemporary circumstances of social work to consider social workers’ changing roles and changing social services organization within Canadian society.

Course Objectives

This course is designed to allow you to:

- Learn the basics about about the historical, social, economic and political contexts of social welfare conditions in Canada
- Get familiar with social welfare theories and policy orientations
- Learn the basics about the development of social work as a profession and practice
- Understand what social workers actually do
- Learn about how social services are organized
- Develop a critical perspective that allows you to link people’s everyday lives, social work interventions, social services organization, social policy and economic, political and social conditions
- Develop critical reading, writing, research and thinking skills necessary to your university career and that will support you in being an informed citizen.

Learning Outcomes

You will be expected to demonstrate:

- Library research skills, including how to find a variety of resources on-line and evaluate their credibility
- Critical reading and writing skills in assignments that ask you to read about social welfare topics
- Reflexive skills that allow you to see yourself in relation to the world and to others in it, so that you can better develop your understanding of justice, equity and respect
- A basic knowledge of social welfare and social work history and practice in Canada
- Linking skills, in that you will be expected to make connections between social, political and economic conditions and the conditions of everyday life for Canadians.
### Grading and Due Dates

<table>
<thead>
<tr>
<th>Assignment/Test</th>
<th>Due</th>
<th>Value</th>
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</thead>
<tbody>
<tr>
<td>Semester 1 Mini-Assignments</td>
<td>See schedule below</td>
<td>5 x2% = 10%</td>
</tr>
<tr>
<td>Discussion Board Activity</td>
<td>October 31</td>
<td>5%</td>
</tr>
<tr>
<td>Semester 1 Book Review</td>
<td>Nov. 13</td>
<td>15%</td>
</tr>
<tr>
<td>Test 1</td>
<td>Oct 9</td>
<td>10%</td>
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<tr>
<td>Test 2</td>
<td>December 6-14</td>
<td>10%</td>
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<tr>
<td>Semester 2 Mini-assignments</td>
<td>See schedule below</td>
<td>5X2% =10%</td>
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<tr>
<td>Semester 2 Book Review</td>
<td>March 12</td>
<td>15%</td>
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<tr>
<td>Test 3</td>
<td>Feb 12</td>
<td>10%</td>
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<tr>
<td>Test 4</td>
<td>April 6-15</td>
<td>10%</td>
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<tr>
<td>Book Slam Participation Assignment</td>
<td>April 4</td>
<td>5%</td>
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An “A” grade rewards excellent work; a “B” grade reflects very good (above average) undergraduate work; a “C” grade is for average, acceptable work; a “D” indicates below average, marginally acceptable work; a “F” grade indicates failure.

One of the requirements for the BSW, which is an Honours program, is a Grade Point Average (GPA) of 6.5 for all Social Work courses. A “C+” corresponds to a “6” on the University’s 12-point grading system. Students are entitled to a review of their final grade.

***Remember – there is no such thing as an A student. There is only A level work!***
## Class Schedule

<table>
<thead>
<tr>
<th>Lecture Date</th>
<th>Topic</th>
<th>Key Questions</th>
<th>Reading</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>2. Sept 19</td>
<td>Introduction</td>
<td>What is this course about? What is critical thinking?</td>
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<td></td>
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<td>What is social welfare?</td>
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<td>What do I need to know as a first year university student?</td>
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<td>What do I need to do to get organized for this course?</td>
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<td>3. Sept 26</td>
<td>Social Welfare</td>
<td>Where do I find out about social welfare history and policies?</td>
<td>Hick Chapter 1</td>
<td>Before Class – Buy Text at Octopus Books</td>
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<td></td>
<td></td>
<td>Why should I know?</td>
<td>and 2</td>
<td>or from a used bookstore and read chapters</td>
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<tr>
<td></td>
<td></td>
<td>How can I assess websites for the quality of the information?</td>
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<td>Go to Culearn and choose your book for your book review and post your name on</td>
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<td></td>
<td></td>
<td>What are the basics of the history of social welfare in Canada?</td>
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<td>the review list. If the list is full, choose another book. Buy the book at</td>
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<td>Octopus Books</td>
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<tr>
<td>4. Oct 3</td>
<td>Social Work</td>
<td>What are the basics of the history of social work?</td>
<td>Hick Chapter 3</td>
<td>Mini Assignment 1: Due before 11:30 am on Oct</td>
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<tr>
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<td>What is the relationship</td>
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<td>5. Oct 10</td>
<td>Politics, Social Welfare and Social Work 1</td>
<td>What are the main political visions for Canadian social policy? How do these relate to political parties? How do we think critically about these visions? How does this affect social work? What is a critical book review? How do I find a source to help me think about the ideas in the book?</td>
<td>Mini-Assignment 2: Due before 11:30 am on Oct. 10</td>
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<td>6. Oct 17</td>
<td>Social Work Practice: Theory and Approaches</td>
<td>What are the major theories and approaches to social work practice that social workers actually use? Why are there more than one?</td>
<td>Hick Chapter 4</td>
<td></td>
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<tr>
<td>7. Oct 24</td>
<td>Social Work as a Profession</td>
<td>How are social workers accountable for their work with people? How do you become a social worker? What are laws and regulations that protect and discipline social workers?</td>
<td>Hick Chapter 5</td>
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Mini-Assignment 3 due before 11:30 am Oct 31 Complete Activities online
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Question</th>
<th>Chapter</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>9. Nov 7</td>
<td>Individuals and Families</td>
<td>What are the main forms of social work with individuals and families? How do these relate to policies?</td>
<td>Hick 6</td>
<td>Discussion Board Assignment: Evaluate your book using the Book evaluation guide on line. Post your evaluation on the discussion board for your book before 11:30 am Nov. 7</td>
</tr>
<tr>
<td>10. Nov 14</td>
<td>Social Work with Children and Families</td>
<td>What are policies that affect children and families? What overlaps are there with income inequity policies? Why?</td>
<td>Hick 8</td>
<td>Book Review 1 Due</td>
</tr>
<tr>
<td>11. Nov 21</td>
<td>Social Work With Groups and Communities</td>
<td>What kinds of social work involve groups or communities? What are the goals of this kind of social work? What policies are involved?</td>
<td>Hick 7</td>
<td>Mini-assignment 5 Due before 11:30 am Nov. 21 Complete Activities on-line</td>
</tr>
<tr>
<td>12. Nov. 28</td>
<td>Social Work and the Health of Canadians</td>
<td>What are the social policies that affect health for Canadians? What does social work have to do with health?</td>
<td>Hick 9</td>
<td>Nominate your book for the Social Work Reads on the Discussion Board</td>
</tr>
<tr>
<td>Dec. 6-14</td>
<td>Midterm Exam</td>
<td></td>
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<td>On-line test will be scheduled. It covers material from weeks 6-11</td>
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<tr>
<td>15. Jan 16</td>
<td>Social Work</td>
<td>Why are women a</td>
<td>Hick 10</td>
<td>Choose your</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignment Details</td>
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<td>16. Jan. 23</td>
<td>Social Work with Aboriginal People</td>
<td>What are the policies that affect the social welfare of aboriginal people? What does social work with aboriginal people entail?</td>
<td>Hick Chapter 11 Mini-Assignment 6 due before 11:30 am Jan. 23 Complete Activities online</td>
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<tr>
<td>17. Jan. 30</td>
<td>Social Work with Racialized Canadians and Immigrants</td>
<td>What are the social welfare policies that affect immigrants? Why is race a significant category for social work analysis?</td>
<td>Hick Chapter 12 Mini-assignment 7 due before 11:30 am Jan. 30. Complete Activities online</td>
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<tr>
<td>18. Feb. 6</td>
<td>Social Work with the Elderly</td>
<td>What policies affect the social welfare of elderly people? Why is social welfare for the elderly a growing area of practice?</td>
<td>Hick Chapter 13 Mini-assignment 8 due before 11:30 am Feb. 6. Complete Activities on-line</td>
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</tr>
<tr>
<td>19. Feb. 13</td>
<td>Social Work and Sexual and Gender Diversity</td>
<td>Why are sexuality, sex and gender important topics for social workers? What do social workers need to consider in working with issues related to sex, gender and sexuality?</td>
<td>Hick Chapter 14 On-line test must be completed by 11:30 am on Feb. 13. It covers material from weeks 12-16</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignment</td>
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<tr>
<td>22. March 13</td>
<td>International Social Work Practice</td>
<td>What is international social work? How is it related to “development”? What are some of the growing areas in international social work practice? Hick Chapter 16</td>
<td></td>
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</tr>
<tr>
<td>23. March 20</td>
<td>Special Topics in Social Welfare: Activism</td>
<td>To be assigned Mini-assignment 10 due before 11:30 am March 20. Complete Activities online.</td>
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<tr>
<td>24. March 27</td>
<td>Review of the Year’s Work</td>
<td>To be assigned</td>
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<tr>
<td>April 3</td>
<td>Book Slam Event</td>
<td>No readings Book Slam Assignment due.</td>
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<tr>
<td>April 6-15</td>
<td>Test 4</td>
<td>On-line test will be scheduled. It covers material from weeks 18-22.</td>
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Your Instruction Team

This course is taught by Professor Susan Braedley, a wonderful team of Teaching Assistants and a host of guest lecturers, many of whom are professors in the School of Social Work at Carleton.

Required Texts

(Be sure to get the correct edition of the textbook!!)

This text is available for purchase at Octopus Books
116 Third Avenue
613-233-2589 Mon-Sat 10-6, Sun 12-5 and 251 Bank Street, 2nd Floor
613-688-0752 Mon-Fri, 11-6

Check out directions to get there at [http://octopusbooks.org/](http://octopusbooks.org/). You can also phone to have them mail you your book for a small additional fee. You may find this book in second hand bookstores as well.

***Additional readings will be posted on CuLearn (see below). You will need to set up your Carleton library account to access many of these readings at home.

CuLearn

CuLearn is an internet support service for your classes. When you enroll in the course you get access to this site. It is very important that you access this site at least weekly for any handouts, additional readings and other resources for the week. There are also study resources, a calendar of guest speakers and information on upcoming assignments and exams. You will submit your assignments through this site, and participate in discussion group activities here as well.

There is an on-line discussion group for this course on CuLearn that may be especially helpful. Please participate! The professor and teaching assistants will be monitoring this group to facilitate discussion and answer questions.

Please test your access to this site. Usernames and passwords for your Carleton CuLearn courses use your Student Computing Account information.
Classes

Classes are the primary source of course learning. The classes will often introduce ideas and information not found in texts and will provide context for the readings. The classes also provide an opportunity for in-class discussion and questions. If you are taking the course through Carleton University TV (CUTV) or the Internet (via live-streaming webcast or Video-on-Demand) I encourage you to participate in discussion on the WebCT Discussion Group.

Classes are held on Tuesdays at 14:30 – 17:30. Students who are in “A” section are registered to be present in class. The “V” section students take class through television/video. See www.carleton.ca/cutuv for the different ways you can watch the course lectures, including television broadcast, webcast or video-on-demand.

DVDs of the classes can be borrowed from the CUTV Student Centre, D299 Loeb, and can be borrowed and viewed there. If you miss a class, you must make up the lecture by watching. However, this is a poor way to take the class, as copies and hours are limited.

Some students in the V section would like to come to class from time to time. Please do, but not until after week 2!

Assignments

There are lots of little assignments for this course, plus two book reviews. The assignment details will be provided as we go and will be available on CuLearn. They are in the form of activities and require materials from lecture and from your readings.

The book review outline, some tips on writing critical book reviews and the grading scheme are also available on the CuLearn Site, as well as the brief details below.

How do I write a book review?

I. Introduction
An introduction to a book review is generally short and direct. However, it must provide two key elements: background and thesis.

Background: First, your introduction should identify the book and author under review along with any essential background: What issues, time period and region are discussed? What is the social question or topic that the book addresses?

Thesis: Somewhere in your introduction (generally toward the end) you must provide a succinct, clear evaluation of the book. This evaluation is the thesis for your book review. Your thesis should encompass three main components:
The main argument of the book

Your evaluation of the book such as its strengths and contributions or weaknesses and shortcomings.

Why and/or in what ways you think the work demonstrates these strengths and weaknesses.

As you will see from the examples below, there are many different ways to write a thesis for a book review. However, all of the thesis statements have the three qualities mentioned above.

***Please note that the authors mentioned below are fictitious.

Example A:

In her work, Jones successfully argues that black women in the American South have had different experience than men, an experience that opened up some unique freedoms for women but also created gender-specific hardships; while her book is well supported through her creative use of people’s narratives and provides a crucial examination of a little-studied group, her failure to acknowledge the importance of religion to culture leads her to miss a crucial area of gender difference within the black experience.

Example B:

Smith argues that Indigenous peoples during the nineteenth century faced insurmountable cultural and physical losses through both warfare and assimilationist practices. His argument is supported with detailed evidence. However, his work fails to recognize the limited agency that Indigenous peoples maintained throughout their experience and thus does not illustrate how Indigenous people met the challenges of their new surroundings; ultimately, the book does not explain the cultural continuity that some Indigenous peoples were able to maintain.

Example C:

Mankad argues that that poverty affects city dwellers far more than those who live in rural areas; while one might question whether his work ignores the secondary effects of the poverty on rural populations, his innovative use of artistic and literary sources makes his argument convincing and a significant contribution to a field that has been dominated by demographic and statistical evidence.

II. Summary of Key Arguments

After your introduction, you should generally provide a brief summary or overview of the book. Take great care not to simply repeat or mirror everything in the book. Step back and identify what its essential arguments are and briefly summarize them. You may want to comment on:
What is the book’s thesis? How is it similar to or different from other social science/ policy/social work writing on a similar topic? (in order to address this, you will have to find several other sources of information on the topic and compare them)
How is it organized? What are the major arguments?
What types of evidence are presented?

III. Evaluation/Analysis

This section should constitute the bulk of your review. In it, you need to explain and develop the evaluation made in your thesis. Make sure to use examples and brief quotations from the book to illustrate and prove your assessment of the work. For example, if your thesis argues that the work provides a careful and detailed examination of a topic, you should point toward places in the book where it does so. Similarly, if you argue that the work fails to recognize a particular perspective, give examples of places in the text that you think would have benefited from attention to that perspective.

IV. Conclusion

Your conclusion should provide a succinct summation of your review. Overall, what does this work contribute to its field? What limitations does it possess? Does it suggest interesting avenues for future research? How does your analysis of the book help readers to understand the time period being studied or how historians have understood that period?

Remember is that a Book Review is not the same thing as a book report that you might have done in high school. You are NOT summarizing the complete contents of the book, nor are you writing an essay in response to the book.

There are some sample book reviews available on CuLearn for you to consider.

The book review will be graded according to the following scheme:
1: Introduction, Background and Thesis – 2 marks
2: Summary of Key Arguments – 3 marks
3. Evaluation/analysis – 5 marks
4. Conclusion – 3 marks

Grammar, Spelling – 1 mark

Citations and References in correct APA style – 1 mark

Citations and References

References to and quotes from your book and your source materials must be properly and consistently cited. You must use APA style using in-text (parenthetical) citations and a reference page.
DO NOT use footnotes or endnotes.

An overview of this style is available on the course CuLearn site. Refer to any of the many style guides for further details on APA.
Grammar

While the content of your paper is the most important consideration in assigning a grade, your grammar, punctuation and spelling are also important.

Your review should be no longer than 1500-1650 words (5-6 pages) not including the cover page, bibliography, notes or appendices.

Your assignment must be computer printed or typed, doubled spaced with 1” margins, size 12 font. Each page (except the title page) must be numbered and contain your name and student number.

I recommend you use section headings, and do not use additional double spacing between paragraphs. Your title page must contain your name, student number, your email, the title of the assignment, the title of the book and author, the course name and number including the section (A or V), and the reference style that you are using (APA).

***Keep a copy of your review in case of emergency.

***Assignments must be submitted via CuLearn. This is the only means for submission. This is a 2-step process. You must upload your assignment and then submit. It is your responsibility to ensure that the assignment has been submitted correctly. Assignments will not be accepted in any other way. You lose 5% of your assignment grade each day that you are late in submitting your grade, including weekends.

There are NO extensions for assignments other than for exceptional circumstances such as very serious illness or serious life event. These circumstances must be confirmed via a detailed doctor’s note or similar documentation, provided to your TA.

Feedback and Grades

Your grades and feedback will be available via CuLearn. The team will make every effort to ensure you get your grades and feedback quickly. Be aware that this is a high enrollment class and it takes us time to grade your work.

Grade Appeals:

Students who believe that there has been an error in grading may appeal directly to the instructor. All appeals must be in the form of a letter that specifies where additional grades should be considered. The professor will re-grade the section specified and this becomes your final grade (whether it goes up or down).

***Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean.

This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.
Peer Assisted Study Sessions (PASS)

PASS workshops integrate how-to-learn (study skills) with what-to-learn (course content) in a fun, relaxed environment. PASS is a series of weekly study sessions for students taking selected first-year courses. PASS is provided for all students who want to improve their understanding of course material and improve their grades. Attendance is voluntary and anonymous—your professor and/or TA won't know which students attend PASS workshops, and they won't assign bonus points for attending. Locations and times will be announced in class and on the web site. Information is also available at www.carleton.ca/sasc/pass_home/.

Course Survival: A Few Helpful Hints

- Show up. This is the number one rule for life, not just this course. It means be awake, be present, pay attention. I will love it if you speak up, but also make sure you don’t dominate conversation.

- Keep-up with classes. Attend class live or watch the video version regularly (every week). It is truly mind numbing when you have to sit down and watch a whole series of videos half-way through the term.

- Use the course CuLearn site. You can’t take this class without relying on this resource. It contains a wealth of information intended to help you do well in the course, is the way you hand in assignments and allows you to ask questions and participate in events. Many students print the class lecture slides handout before class and use it as the basis for note-taking during class. I post the class slides the night before class at the latest.

- Read the required readings every week, textbook chapters and the CuLearn articles, before the class.

- Don’t worry about memorizing the statistics in the readings. Pick up the main ideas and supporting evidence. Learn the meanings of terms/concepts.

- Read the newspaper or find some other means to keep up with current events locally and internationally, especially social, political and economic issues. Think critically about what you are reading and try to connect it to your course material.

- Discuss with others what you are reading and learning. Discussion is one way of helping to retain the material and also helps to clarify one’s thoughts. Ask your friends/family for their opinions. Use the discussion space on CuLearn to talk with your peers and teachers.

- Get academic help when needed. Book an appointment to see me by emailing susan_braedley@carleton.ca.

- Carleton also offers a variety of helpful services. They are free and can be quite helpful. Check out www.carleton.ca/learningsupport/
➢ Hand in your assignments on time. You lose 5% (approximately a grade point) for every day you are late. It adds up quickly.

➢ Ask Questions. Let me know if something is not clear. If you are having some trouble with all or part of a lecture, chances are that others may be experiencing the same thing. Let me know so that I can clarify. Ask in class or email me later.

➢ Use Writing Tutorial Services. If writing is not your biggest strength and teachers in the past have identified it as a problem, I recommend that you get assistance before you submit the 1st assignment. Try Writing Tutorial Services here at Carleton: www.carleton.ca/wts

➢ Go to the PASS Seminars. PASS is a series of weekly study sessions provided for ALL STUDENTS – not just the ones who fall behind or may want to improve their understanding of course material - it improves everyone’s grades – really! They have the statistics to prove it. Attendance is voluntary and anonymous. So why go? It’s a chance to get together with people in your class to compare notes, to discuss important concepts, to develop strategies for studying and learning the subject, to test yourself (before your professor does!) and to get higher grades. Check it out at: http://www.carleton.ca/sasc/pass_home/index.html

➢ Overwhelmed, panicky, or depressed? Don’t be shy about asking for help with personal problems or life challenges - we all have them. I will do my best to advise you on resources - make an appointment to see me or we can chat on-line. Or try the really good counselling services available here at Carleton: http://www.carleton.ca/health/services/counselling/index.html.

➢ If you think you may have a learning disability contact the Paul Menton Centre: www.carleton.ca/pmc

**Accommodations**

You may need special arrangements to meet your academic obligations during the term.

For an accommodation request the processes are as follows:

➢ **Pregnancy 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 visit the Equity Services website: http://www2.carleton.ca/equity/

➢ **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 visit the Equity Services website: http://www2.carleton.ca/equity/

➢ **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, 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) at http://www2.carleton.ca/pmc/new-and-current-students/dates-and-deadlines/

- You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at http://www2.carleton.ca/equity/

**PLAGIARISM**

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.”

**This can include:**

- 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;

- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;

- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;

- using another’s data or research findings;

- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;

- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

- Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.
***It is your job to educate yourself about academic integrity and plagiarism. These policies will be strictly followed in this course. See http://www2.carleton.ca/studentaffairs/academic-integrity