



Teaching Assistant's Manual

PAULINE JEWETT INSTITUTE OF WOMEN'S
& GENDER STUDIES



1. General Information

1.1 Union [CUPE 4600]

All Teaching Assistants are members of CUPE 4600. A copy of the collective agreement can be found at: http://www6.carleton.ca/hr/ccms/wp-content/ccms-files/CUPE_4600_u1.pdf

The agreement details your rights and responsibilities. It is important to be aware of what the contract says. There is a union office on campus:

CUPE Local 4600
Location: 511A University
Centre
Ph: 520-7482
Web site: 4600.cupe.ca

1.2 Documentation

In order to get paid, you must be documented by Human Resources (507A Robertson Hall). If you are a first time TA, you will need to present your student number, your Social Insurance Number, proof of date of birth and a blank 'void' cheque to set up direct payroll deposit to your bank account. You will be required to complete a Personal Information Form and other applicable tax forms (<http://www6.carleton.ca/hr/forms/> — under Payroll Forms). If you have been a TA previously, you should already be documented. The Departmental Administrator can help you if you have any questions.

1.3 Training

TAs are required to complete basic training and have optional additional training opportunities (see <http://carleton.ca/tasupport/training/>). According to your collective agreement, you are required to engage in 5 hours for pedagogical training, paid at the regular hourly rate. Remember to have your training hours documented to ensure you get paid for that time.

TAs must complete compliance training modules mandated by Ontario legislation. Human Resources will provide you of each training module completion. All of the training modules must be completed by October 15th of the Fall term.

2. Roles and Responsibilities

Your major role is to assist the course Instructor in delivering the course material. Your specific duties are determined by the course instructor and vary somewhat from course to course. As soon as you receive your course assignment, you should arrange to meet with the course Instructor to discuss your course duties. Typically, for WGST, however, key duties include conducting tutorial sessions, meeting with students, grading and proctoring examinations. According to the collective agreement, full-time TAs can work (**on average** over the term) no more than ten hours per week. This includes the time you spend preparing for and conducting tutorials, attending lectures, office hours, meetings with the course Instructor, proctoring and grading. You should keep a record of your work hours and discuss any potential time constraints that may arise (e.g.,

completion of your own course assignments) with the Instructor **as soon as possible** to ensure effective course management and limited disruption of your own employment obligations.

2.1 First Steps

Enter Carleton Central to find out about your TA assignment. The system will indicate the course(s) you have been assigned and the name and contact information of the course Instructor(s). If you do not have an assignment and are entitled to a TAship OR if there is a conflict between your TA assignment and your own course assignments or other personal demands, contact the Graduate Director (Karen March) or the Institute Director (Katharine Kelly) immediately for reallocation. Once you have confirmed your assignment, contact the course Instructor(s) and set up an appointment to meet and discuss your course responsibilities.

N.B. Before the first meeting you should familiarize yourself with the course syllabus, taking note of the learning objectives, texts, topics, and assignments. The syllabus should be available from the course Instructor OR from the Institute Administrator (Claire.Ryan@carleton.ca). The course Instructor will also provide you with access to copies of all the readings; these may be electronic, a course pack or a textbook.

Ideally you should meet with the course Instructor before the first class. This is important because the tasks surrounding due dates and grading activities may involve negotiation. For example, if class papers are due around the same time as your graduate assignment deadlines, it is possible that the course Instructor could have some flexibility on the amount of time allotted for marking and returning the students' assignments.

During your initial meeting, the Instructor will discuss with you the specific task requirements and their respective time allotments as outlined on the Assignment of duties form (found on Carleton Central). This form specifies how your TA hours and work responsibilities will be distributed. These are average expectations and you should compare your actual performance against the recommended time allotments in order to check your time management and efficiency. After you and the course Instructor discuss the duties and times, you will need to sign the form to register your agreement

TIP: It is IMPORTANT to keep track of how many hours you are working. If you find you are running out of hours it is ESSENTIAL to let the Instructor know immediately as a first step in addressing the issue.

2.2 Managing your Role as a TA

Below are descriptions of some key tasks and issues that emerge for TAs in all courses. Reviewing these will help you in planning for your TAship. The issues are common but remember that each course Instructor has a slightly different approach. It is critical to have good communication with the course Instructor around expectations and to promptly communicate your questions and concerns to her.

(a) **Tutorials**

The key question here is “**What is the purpose of the tutorial and what is the role of the TA for this course?**” The goals and your role need to be clarified by the course Instructor. Are tutorials to be used only to discuss the readings and/or are you supposed to be summarizing lecture material? You will also need to know how to handle questions that ‘cross over’ into the course Instructor’s responsibilities. For example, ask for guiding principles if your role is to discuss the readings but you are being asked questions about the lecture material. You also need to discuss whether you should prioritize certain readings or attempt to generally cover all the materials around a common theme. Are you able to give them short exercises or examples of your own creation to help clarify material or do you need to ‘stick to’ a specific format? In other words, how much autonomy do you have over the tutorial, topics of discussion or the material you provide?

FOR YOUR INFORMATION: Classes at Carleton (including Tutorials) are scheduled to allow students 10 minutes between classes. So, for example, rather than beginning at 13:30 and going to 14:30 – a Tutorial would run from 13:35 to 14:25. It is important to start and end your tutorials on time.

(b) **Tutorial Grades**

You need to know if your students will receive grades for attending and participating in the tutorial sessions. When there are grades for the tutorial, you will need clear guidelines on how grades are to be assigned and you will need to keep records of attendance and participation for each tutorial.

(c) **Office Hours**

One of the challenges with office hours is that they are not well attended. Discuss with the course Instructor if it is reasonable to hold office hours every week or if you should be scheduling them as needed or at peak times, such as just before assignments are due and just after they have been returned. Often, students make contact through email. Rather than answering each email as it arrives (this may lead you to spending an inordinate amount of response time), it may be more effective hold ‘email office hours’. You may also want to create ‘chat’ groups through CULearn where course topics of interest may be examined and discussed among you and numerous students.

(d) **Assignment Due Dates**

Do you have the authority to give extensions? If you are allowed to give extensions, ask the Instructor for guidelines for assessing acceptable reasons for such extensions and what types of extensions you can grant. If you don’t have the authority to grant extensions, refer all such requests to the course Instructor. Keep your own record of these requests and make sure to follow-up with the course Instructor so that you

know whether the extensions were granted and when you should expect the paper or assignment to be submitted.

(e) Grading Standards

One of the biggest challenges for new TAs is giving grades for assignments. This is made much easier if your course Instructor provides you with a grading rubric. It is also helpful to mark 3 or 4 papers with the course Instructor and/or other TAs as a group in order to establish benchmarks and consistency. Make certain you understand how long assignments should be and the Referencing style required. Instructions and your questions need to be concrete, such as “Do I stop reading after I’ve reached the maximum number of pages?” **Ask your course Instructor to provide an estimate on how long it should take to complete the grading on each assignment.** What typically happens is that it takes longer for the first few and then, as you continue, you will find it takes less time to complete. Find out from the course Instructor how to deal with papers when you are not sure what grade should be assigned. There is more detailed information on grading below.
N.B. If you have a case of suspected plagiarism, refer it immediately to the course Instructor who will follow the steps necessary to resolve this issue.

(f) Review of Grades

You need to know if you are expected to review grades on assignments when students have concerns or if you are to refer the students to the course Instructor. If you are responsible for assignment reviews, the course Instructor should provide you with guidelines on when and why grades should be changed and the time you are expected to dedicate to this task.

TIP: Grade reviews can be stressful for you as a TA because it may feel as if your judgement is being questioned. If you have concerns about this task, your first line of approach is to discuss the situation with the course Instructor. Ask the course Instructor for some feedback on your grading.

(g) Managing Grades

You need to know who and how grades will be managed for the course. You should provide the Instructor with an electronic copy of grades and retain a copy for yourself.

TIP: When compiling grades, REMEMBER to note when assignments have NOT been submitted. This can save a lot of stress and frustration at the end of term when you are trying to compile the final marks.

(h) Plagiarism

You need to know the guidelines for what constitutes plagiarism and how to respond to it. The Academic Integrity Policy can be found at: <https://carleton.ca/studentaffairs/academic-integrity/>. You need to familiarize yourself with this policy and share it with your students before each assignment is due. **It is also necessary for you to know** what you should do if you have a suspected case of plagiarism. The first thing is **NOT** to discuss the alleged plagiarism with the student — take your concerns to the course Instructor. You will need to **DOCUMENT** the passages that you think were copied and to provide the original source. **HIGHLIGHT** the copied material in both the student's paper and the original. You also need to know what to tell the student when the paper is not returned with the others. Again, discuss this with the course Instructor. Normal practice is to tell the student that you have given the paper to the Instructor and to direct the student to talk to the Instructor. According to university regulations, statements regarding plagiarism appear on all course outlines. Refer the student(s) to this statement if they persist in questioning you on the issue.

3. Working with Your Students

For most, **working with students** is the best part of being a TA. There are a number of things you can do to make your engagement with students successful. Some techniques that will assist you are outlined below; however the overall key is good communication. In order to establish a rapport between yourself and your students, you will need to approach them professionally, which requires establishing trust and setting boundaries. A professional approach is especially necessary in Women's and Gender Studies because the students are encouraged to talk about sensitive issues in the tutorial framework. Your job is to provide a space that is inclusive, open, and respectful.

3.1 Conducting Successful Tutorials

Conducting tutorials is the task most often associated with the role of a Women's and Gender Studies TA. How you manage the Tutorial group is a complex mixture based on who is in the group (think intersectional identities), the different ways in which people learn (e.g., visual, auditory, kinaesthetic, etc.), the issues at hand, and your own personal communication and learning style. It is important to be reflective on what is happening and to make small adjustments if you or the students are not satisfied. You may find that you will have to use a variety of different approaches depending on the topic and student sensitivities. This is especially true when the topics are difficult, such as discussions of racism and homophobia that can trigger strong and negative emotional reactions or experiences of abuse, sexual assault, and incest.

(a) Inclusive Classrooms

We talk a lot about valuing inclusivity and diversity in WOMN and putting these words into action is an important part of the TA role. Diversity in the classroom includes ability, age, culture, ethnicity, race, religion, and sexuality among other markers of identities. We also have to consider diversity in terms of students' backgrounds and how each student can best learn in the classroom setting. Appreciating and managing diversity in a classroom requires continual reflection and adaptation. **Be patient with the students and be patient with yourself.**

To build an inclusive classroom you have to make the teaching environment a safe space. A good way to begin is by establishing guidelines or terms of reference about respect and recognition of diversity. You can come to class prepared with examples of such guidelines but it is effective to get the students to work on them in small groups and to have each group bring their ideas together as a collective. Using the small groups to develop the guidelines is also a useful tool for developing connections among the students. Instead of telling students 'what to do' (or not do), consider facilitating connections and guiding the process of developing mutual principles of respect and recognition.

Here are links to some examples of documents that might be of assistance to you: http://www.crlt.umich.edu/gsis/P3_1.php and <http://www.washington.edu/teaching> . You may wish to begin attending the workshops offered by the Carleton Education Development Centre (EDC) or meet with their team to develop a workshop for your class. Additionally, you and other TA's may decide to get together and request an EDC workshop to help learn how to manage issues specific to students enrolled in WGST courses such as dealing with the aftermath of discussing emotional topics, managing conflicting opinions, or ensuring everyone feels safe to express their own point of view.

(b) Setting the Stage and Summing-Up the Discussion

While we strive to be inclusive and respectful, actually achieving those conditions can be difficult especially when students are being introduced to ideas that are new and challenging for them. You can assist them in their development by doing three key things. Begin the tutorial with a short summary of the topics and issues under discussion. Next, **listen** to what is being said and address comments calmly. Be respectful here — even and especially if the student remarks seem to reflect ignorance and/or are "under-thought". While you do have to address the issue, you need to do so in a way that does not make the person who made the comment feel shamed or harmed. Remember that the student is trying to engage and participate. Third, summarize the discussion at the end by bringing up the key points and linking them back to the initial purpose of the tutorial session.

(c) **Managing the Discussion**

While we need to have space for people to express their opinions, we also have to recognize that such ‘expressions’ can sometimes be divisive and/or problematic. You can help frame the context for open and safe conversations by asking students to take one to three minutes at the beginning of the discussion to write their reflections on the topic or issue to be discussed. Then have them reflect on another perspective on this issue. For example, if the topic is prostitution and the issue is whether or not to legalize prostitution, have them record whether they are for or against legalization and WHY. Next, have them take a few minutes and write in support of the other side of the debate. For instance, if they support legalization, they will write in the second round why prostitution should not be legalized. This should help them begin to see another person’s perspective on the issue.

A big challenge in managing the discussion can be getting the students to talk. There are a variety of techniques available for doing this but perhaps the simplest is to have the students discuss the topics in small groups. You can begin with groups of two and then have those groups come together into groups of four and exchange ideas. In so doing, you need to monitor the discussions to ensure that people are being respectful and staying on topic. Then, have all of the small groups report back to the whole tutorial group so that everyone benefits from the discussion. This requires planning for a topic and an effective small group design, as well as managing your flow among the groups to offer help and assistance. While getting students talking is important, silence can also be useful. Don’t rush things if your students don’t respond immediately; just be patient and wait (someone will break the silence eventually).

Not all students are comfortable with discussion groups. In order to include students who find talking in groups difficult, you should consider including short written pieces as teaching strategies. For example, “One-minute Reflections” can be quite a useful tool for assessing if students understand the material. You have to prepare these in advance and can consider doing them at different points in the term. Keep in mind that written responses have to be read and you have to manage your hours as well.

You can also use ‘games’, such as a feminist trivia quiz or ask students questions about the readings using multiple-choice answers. You can give them ‘surprising’ facts and ask if they believe they are ‘real’ or not — and why or why not. You can use articles or blogs on topics of concern in social media or the local and international news. Encourage your participants to bring related examples into class as well.

(d) **Switching Things Up**

As you think about motivating your students to engage in the tutorial sessions, consider having a variety of different activities or ways of communicating the material. If you employ these activities as part of the tutorial grades, you need to

clear the activities with the course Instructor. If the course has multiple TAs, it can be a good idea to have all the TAs share these same techniques. Listed below is a summary of basic tutorial activities:

- Prepare questions for discussion in advance. Put the students in small groups to discuss the question. Have each group report on their discussion.
- Provide information to assist the discussion — examples include reports on current events or images related to the topic. Popular culture examples are useful for showing that the issues discussed in class are current and important to discuss; it can also be used to show how different media ‘slant’ stories.
- Use different formats for generating discussion among the students — small group discussions, short writing assignments, and so forth.
- Have students take time to write short reflections on the issues where they can also raise questions.

3.2 Making Connections and Setting Boundaries

Above we discussed some techniques for successful tutorials. In this section we talk about how to build connections between you and your students and to connect students to each other. The key to making connections to your students is clear information and guidelines.

(a) Getting to Know One Another

In order to have engaging discussions, you must get to know who is in your tutorial groups AND to get the students to know each other. This is a goal you will want to build into your first tutorial session and then to use periodically throughout the semester. There are a variety of techniques that we have found worked well in the past, including:

- **Have the students** break into pairs and interview each other for 5 minutes. Then form the pairs into groups of four and have each person introduce the person they interviewed. This is great for getting the students connected to one another.
- **Ask the students** to give you their perceptions of women's studies and feminism before taking the course. Ask them what led them to take this course. After initiating some discussion, ask the students to write you a one-page letter (which does not count in their mark total, and which is purely informational for you to keep) about themselves, about how they conceive of feminisms and the course (e.g. such as why they registered for this course, and so on). You will find this information useful for relating to individual students and the group dynamic. It will also show you something of the writing skills of each student, and help you identify those who may need extra help.

- **Don't forget** to tell the students something about yourself and how you became interested in the field.

TIP: Ask the students to bring cue cards to every class. Have students write their names and student numbers on them and use them to have students communicate with you. This could include having them put questions for you on the back of the card or comments for feedback. You can also ask them to provide key insights into the readings on the card. Collect these during every class. They help you meet students' needs and also provide you with a record of who attended each tutorial.

(b) Setting Boundaries

Setting boundaries is an essential part of being a TA, especially in Women's and Gender Studies where we deal with issues of personal trauma and growth. You will find that students often share their feelings, thoughts, and experiences with you and that they sometimes will ask you for advice and support. In this regard, you need some clear boundaries to do your job effectively and to provide your students with proper training and care. One of the problems WGST TAs often face is that they become close to their students and then the students feel betrayed or let down when they don't get the grade or outcome they want. You therefore have to maintain a professional distance. The general guidelines listed below will help you establish a healthy relationship with your students. First some general "**DON'Ts**":

- **DON'T** 'friend' your students on social networking sites such as Facebook.
- **DON'T** communicate with your students using your personal email address. The University requires all email communication with students be conducted through Carleton email accounts. Noting this regulation during tutorial may assist you in maintaining this stance.
- **DON'T** give students your home or cell phone number.
- **DON'T** provide students with advice on personal issues.

This last one can be the most challenging because when someone talks to you about an issue that is distressing, you may want to help. You can be supportive without offering advice; you can comfort them and show them sympathy. Remember, however, that you are NOT a counsellor; refer students to professional supports (see list of the University Support Services with their coordinates and other key information at the end of this manual). If you believe it necessary (e.g. a student is in crisis), you may walk the student to the appropriate office and assist her/him in obtaining assistance.

There are also many things you can do to support students while maintaining a professional boundary.

- **DO** provide students with information on support services on campus.
- **DO** refer students to the course Instructor when they have questions about the material or about deadlines or other issues that you are not able to answer.
- **DO** remind students about due dates, deadlines from the University calendar, and of the course policy on late assignments, extensions, and other regulatory matters.

(c) Communicating with Students

When you communicate by email with students, University policy requires that you communicate through their Carleton email account. Your students may tell you that they have another address that they would prefer you use. Let them know the policy and tell them that they can forward their mail from their Carleton account to their regular mail if they so wish.

You may also be communicating with students through the CULearn Teaching system. There are options for group discussion groups and for posting information. It is essential to ensure that all communication is professional in tone and that any information that is posted is cleared by the course Instructor.

(d) Grading

Grading and returning assignments are often some of the most stressful aspects of a TAs job. This can be somewhat easier if you remember that **grading involves more than just generating a mark on an assignment or paper**; it provides feedback for student learning and improvement. It is essential to give students feedback on their papers and you will have to ask yourself if you have been fair and balanced in assigning the grades. There are a number of things that can be done to make the grading process easier and less stressful.

- **Use Grading Guidelines or a Rubric.** Ask the course Instructor to provide you with grading guidelines or a rubric that charts the criteria on which the assignment will be marked. You will also want to discuss the goals of the assignment and clarify from the Instructor what type of comments you will make to assist students in improving their work.
- **Grades need Instructor approval before they are returned.** Once the assignments are graded, course Instructors often review the TAs' grades, so **it is essential not to return assignments or tell students their grades until you have the permission of the course Instructor.** Final examinations, however, are not returned to students. Refer all requests to review final examinations to the course Instructor.

- **Returning the Assignments and Responding to Students' Questions.** After the course Instructor has given permission to return the assignments, be sure to return them promptly. Once they are returned, you can anticipate that **some students will want to talk to you about their grades.** It is best to have the students make an appointment to discuss their paper or assignment. When you hand the assignments back, advise them about the grade review process and how to set up an appointment. It is important for **the student to re-read their assignment and to read all the comments before they talk to you.** This will provide a sound basis for the discussion and will keep the focus on their work rather than on their feelings. It may be wise to tell students that it takes time to process comments so you will not discuss their concerns for at least 24 hours so they can reflect upon them before you meet.

N.B. Never leave student assignments outside of your door or on a desk for them to pick up as this practice cannot ensure privacy. Also, never give a student's assignment to another student 'for delivery' as it may impact student confidentiality.

- **Post grades for each assignment on CULearn when they are returned.** Ensure the students know that you have posted the mark and ask them to check and make sure there are no errors or omissions.

N.B. All grades are confidential. Never post grades publically, even if you only use student numbers, some students may know this information about another student.

4. Challenges Teaching Assistants Face

4.1 Dealing with Difficult Topics

In Women's and Gender Studies, perhaps more than in any other discipline, TAs have to deal with difficult topics that intersect with students' trauma and personal issues, and at times, with insensitive or offensive reactions that some students have to these topics. How can TAs deal with such traumas in the classroom?

(a) Set the Stage

Let students know in advance when difficult/sensitive topics will be discussed and advise them about the potential impact, especially on issues like sexual orientations, gender identities, and forms of violence. They need to know that:

- Talking and reading about these issues can be triggering and traumatic
- The impacts are not universal — they depend on where and how people are located.
- Tell students that when others share their experiences, they need to be very respectful.

4.2 Working with Paul Menton Center (PMC) Students

Carleton has a policy on Academic accommodation. You will find the policy at <http://carleton.ca/pmc/policies-and-responsibilities/policy/> . This policy provides some general information that is useful for TAs in working effectively with students with disabilities. Here are some key facts to know:

- The University is required by law to accommodate students with disabilities and other special needs. The PMC determines the type of accommodation each student requires for each course. The course Instructor is informed by the PMC of what accommodation the student requires and the course Instructor will provide you with this information.
- **Academic accommodation is assessed and provided on an individual basis.** You can expect different accommodations for different students.
- It is **essential** that you maintain confidentiality about accommodations.
- **The course Instructor is the TA's key resource for receiving guidance on how to best accommodate students.** You can discuss concerns about a particular student and how to best accommodate them with the course Instructor but do not discuss specific accommodations with other TAs or other University personnel.

HINT: Many PMC students write tests and examinations in an alternate setting. These are then sent to the Institute for pick-up and grading. Remember to check for these assignments when you are doing your grading.

5. Getting Support when YOU need it:

You have support and resources for your role as a TA. The kinds of support vary depending on, or according to, your own concerns or needs. Your first line of support is the course Instructor. You should be able to go to her with any questions you have regarding the course – including the course content, challenges in the tutorials, grading, or personal issues that are impacting your TA work.

There is also TA training to assist you in developing skills and improving your teaching techniques. The **Education Development Centre (EDC)** runs these sessions. They have a TA Support website (<http://www6.carleton.ca/tasupport/>) that will connect you to information. They also offer a wide range of courses. A sample of past sessions is listed below:

- Discovering the "Leader" in Every TA
- Professors and Teaching Assistants: Defining your Working Relationship
- Teaching Talk: Asking Better Questions with Bloom's Taxonomy
- Handling Difficult Situations
- Reflecting on Teaching
- Re-imagining Office Hours in Arts and the Humanities

- Broaden your Audience Using a Variety of Teaching Styles
- Culturally Proficient Practices: An Inclusive Classroom

There is also an on-line publication called TA Talk (<http://www6.carleton.ca/tasupport/ccms/wp-content/ccms-files/TA-Talk-Nov-2011.pdf>) that has some interesting information and helpful advice.

5.0 Key Contacts and Numbers

Campus Safety

www.carleton.ca/safety

Ext. 3612 or 4444 (emergencies)

203 Robertson Hall

[Crisis; working after-hours program; safe walk; foot patrol]

Equity Services

www.carleton.ca/equity

Ext. 5622

503 Robertson Hall

[Equity request; human rights conduct; sexual assault coordinator; Aboriginal Student Centre]

Centre for Aboriginal Culture and Education

contact: cace@carleton.ca

www.carleton.ca/aboriginal

Sexual Assault Support Services

<http://www2.carleton.ca/equity/sexual-assault-support-services/>

Health & Counselling Services

www.carleton.ca/health

Ext. 6674

2600 CTTC

[Personal/health; stress coping; psychological issues; personal/emotional issues; medical issues; relationship problems; crisis; doctor's/medical notes]

Housing & Conference Services/Residence Life

www.carleton.ca/housing

Ext. 5612

261 Stormont House

[Support for residence students; personal/health (residence counsellor)]

International Students Services Office

www.carleton.ca/isso

Ext. 6600

128 University Centre

[Cultural transition; homesickness/isolation; adaptation and interaction; inter-cultural education programs; immigration advising/exchanges; UHIP]

Paul Menton Centre for Students

www.carleton.ca/pmc

Ext. 6608

501 University Centre

[Physical disabilities; learning disabilities; advising on supporting documentation; accommodations for in-class tests and exams]

Academic Supports

Academic Department: PJIWGS

www.carleton.ca/womensstudies

Ext. 6645 (Administrator)

1401 Dunton Tower

[Provides program specific advice including: course selection; course substitutions and equivalencies; access to courses that are full; prerequisites and preclusions; internships and placements; information on opportunities for graduate studies]

Learning Support Services

<http://www1.carleton.ca/sasc/learning-support-services/>

4th Floor MacOdrum Library

Phone: (613) 520-2600 Ext. 1125

FAX: (613) 520-7840

- **Study Skills Workshops**
- **Study Skills Advising**
- **Tutor Referral Service**
- **English Conversation Groups**

Writing Tutorial Service

<http://www1.carleton.ca/sasc/writing-tutorial-service/>

4th Floor MacOdrum Library

Phone: (613) 520-2600 Ext. 1125

FAX: (613) 520-7840

Academic Advising

<http://www1.carleton.ca/sasc/advisingcentre/>

Advising Centre

302 Tory Building

Phone: (613) 520-7850

FAX: (613) 520-7840

Peer Assisted Study Sessions (PASS)

<http://www1.carleton.ca/sasc/peer-assisted-study-sessions/>

302 Tory Building

Phone: (613) 520-7850

FAX: (613) 520-7840

Registrar's Office

www.carleton.ca/registrar

Ext. 3500

300 Tory Building

[Provides information on, or support for, graduation requirements; academic performance; degree audit; deferred final exams and assignments; petitions and appeals; registration support]

Student Academic Success Centre

www.carleton.ca/sasc

Ext. 7850

302 Tory Building Ext.1125

4th floor MacOdrum Library

[Provides advice on study skills (time management); academic writing; tutor referral program; Learning Support Services]

Student Affairs

www.carleton.ca/studentaffairs

Ext. 2573

430 Tory Building

[Provides information on student activities; alcohol awareness; academic integrity appeals; peer volunteering; crisis support; co-curricular record; students' rights and responsibilities]

Student Experience Office

www.carleton.ca/se0

Ext. 7595

430 Tory Building

[Provides transition support; mentoring programs; leadership development; community service learning; CU Hosts]