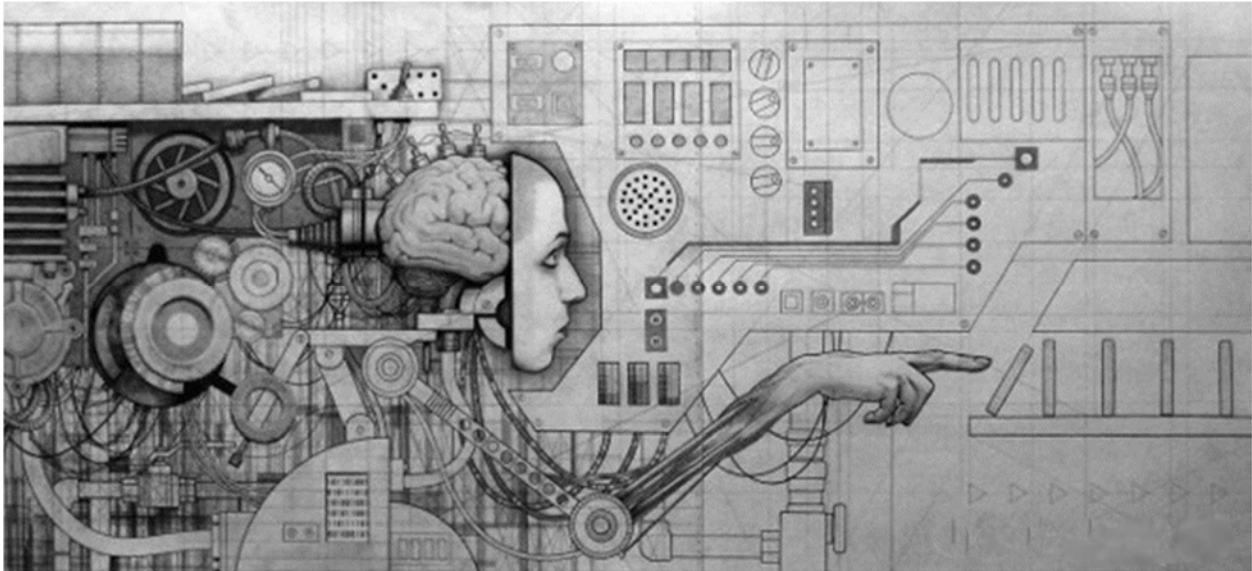


# SCIENCE IN THE MODERN WORLD



## **The College of the Humanities (Humanities Program); HUMS 4103 Syllabus - Fall 2014**

**“An appreciation of what is happening in science today, and of how great a distance lies ahead for exploring, ought to be one of the rewards of a liberal-arts education. It ought to be a good in itself, not something to be acquired on the way to a professional career but part of the cast of thought needed for getting into the kind of century that is now just down the road. Part of the intellectual equipment of an educated person, however his or her time is to be spent, ought to be a feel for the queerness of nature, the inexplicable things.”**

**- Lewis Thomas**

### **Calendar Description**

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#### **HUMS 4103 [0.5 credit]**

##### **Science in the Modern World**

An introduction to the major scientific ideas of our time (such as Big Bang theory, molecular genetics, evolution, atomic structure), and the impact of technology on society (e.g. global warming, pollution, genetically modified foods, viral infections). Precludes additional credit for HUMS 4100 (no longer offered). Prerequisite(s): restricted to students in the Bachelor of Humanities program. Lectures three hours a week.

## Contact Information

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**Professor:** James J. Cheetham, Ph.D.  
Department of Biology  
**Office:** CTTC 4630 (Carleton Technology Training Centre)  
**Lab:** 220 Nesbitt Biology Building  
**Office hours:** Mondays (2:00 pm - 4:00 pm), or by appointment.  
**Phone:** 520-2600 Ext. 3867 (E-mail is best).  
**E-mail:** james\_cheetham@carleton.ca



## Course Materials

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**Lectures:** Tuesday evenings – 6:00 pm to 9:00 pm  
**Place:** College of Humanities Lecture Room  
**CULearn:** This course has lots of CULearn content.  
**Textbook:** There is not an official textbook for this course.  
There are, however, many readings.  
**Schedule:** On the CULearn page



## Prerequisites

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This course is restricted to students in the Bachelor of Humanities program. Curiosity about the world, and an open mind are also useful.

## Office Hours

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Office hours are Mondays from 2:00 pm to 4:00 pm at my office. Feel free to send me questions by E-mail or better yet, post them in the CULearn Forum. You can also schedule an appointment by sending me an E-mail



## Purpose of the Course

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To equip students with a broad-based science literacy and to demonstrate the excitement of science through innovative teaching, guest lectures, and related activities, and to explore interdisciplinary links between the sciences and other disciplines.

## Course Format

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Students are responsible for, and may be tested on, all the material discussed during all lectures (including guest lectures), and discussion sessions. Also all required reading materials, whether covered in lecture or not are fair game. There will be a total of 100 marks from the tests, assignments, and participation.

**Think you that the rounded rock marked with parallel scratches calls up as much poetry in an ignorant mind as in the mind of a geologist, who knows that over this rock a glacier slid a million years ago? The truth is, that those who have never entered upon scientific pursuits know not a tithe of the poetry by which they are surrounded.**

**- Herbert Spencer**

## Assessment

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<b>Assignments</b>	<b>30% (3 x 10% each)</b>
<b>Tests</b>	<b>30% (3 x 10% each)</b>
<b>Grant Proposal</b>	<b>30%</b>
<b>Participation</b>	<b>10%</b>
<b>Total</b>	<b>100%</b>



## Assignments

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All Assignments in this course should be formatted and documented following MLA style as described in the MLA Handbook, 7th edition. If you have any questions about how to document a source after checking the handbook please ask me, preferably in the Forums so other students can benefit as well, but of course by email at any time. Set up your assignments following the instructions provided in the MLA Handbook. All papers should be typed in Times New Roman, 12 pt. font double-spaced from top to bottom without interruption or extra line spaces, with 1" margins all around. Properly setting up your paper counts toward part of your mark on the assignment (see the relevant assignment rubric).

## CULearn Tests

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The tests during the term will be online using CULearn, and will consist of multiple choice questions, with a few short answer, fill-in-the-blanks, and matching questions.

Students are expected to take the tests during the scheduled times. Each test will be available during a 24 hour window (from 12:01 am on the test day, until 11:59 pm on the test day). Once you start the test, you will have **ONE HOUR** to finish it. You do not get multiple attempts. There are **THREE** CULearn tests during the term.

There is a sample quiz on the Quiz Page in CULearn. I suggest you do this sample quiz before the first REAL quiz to make sure you understand how the online quizzes work.

**There are no make up tests.**

## Grant Proposal

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One way to understand science is to do what scientists do, and one thing that scientists do (a lot) is write grants. Therefore, you are required to write a Grant Proposal for research on a scientific problem. You can transcend the arts and sciences in your proposal, but make sure to get approval of your topic from me in the first month of class.

The objectives for the proposal are first, to learn how science is used to formulate and solve problems, second to hone your academic writing skills, which include construction of a logical and persuasive argument. The proposal will evaluate your knowledge base, ability to ask good questions, formulate hypotheses, propose experiments, and also your ability to integrate and synthesize information and develop a logical argument.





## Participation

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Your attendance at the lectures is mandatory and your participation in class, in group activities and in the forums will be evaluated by the instructor. Despite what Woody Allen says, participation does not mean just showing up.

### Ways to participate:

- Ask questions in class and during guest lectures
- Contribute interesting articles, comments and opinions to the CULearn Forums
- Be active and contribute ideas during group activities
- Be prepared for class

## Reading Materials

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Slides used in class and links to the required and optional reading materials for the course are available on the CULearn pages. I suggest you scan the available material before the lectures, and then read it again, after the lectures. You will spend a lot of time reading. There are also videos to help you learn about science and technology. I suggest you use them, they will help you.

See the [Class Schedule page](#) for the detailed schedule of lectures, topics, readings, test dates, and assignment due dates.

**Keep up with the reading.** I cannot stress this enough.

## Electronic Communication

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### CULearn

Use of CULearn is required for HUMS 4103. To access your courses on CULearn go to: [carleton.ca/culearn](http://carleton.ca/culearn). You may access it at any of the computer labs on campus or on your own computer with an internet connection. Access the HUMS 4103 CULearn course page to see: lecture slides, readings, tutorials, videos, class announcements, assignments, tests, the glossary, or view your grades. Check out the resources for how to succeed in this class. The Course Webpage will be updated as needed during the term.

You may need to download plug-ins so you can view the tutorials I have included in this course. For help and support, go to [carleton.ca/culearnsupport/students](http://carleton.ca/culearnsupport/students). Any unresolved questions can be directed to Computing and Communication Services (CCS) by phone at 613-520-3700 or via email at [ccs\\_service\\_desk@carleton.ca](mailto:ccs_service_desk@carleton.ca).

**E-mail**

I get about 200 emails per day, so do not despair if you don't get a reply right away. I can usually reply with 24 hours. You all have a Carleton E-mail addresses (whether you use it or not) by virtue of enrolling at Carleton. If you do not use your Carleton Email, then set it to automatically forward to your regular email. Any questions about grades, etc., must come from your Carleton account, this is university policy, so somebody, who is not you, cannot send an email from a GMail account and find out your grades.

**Don't give your Carleton E-mail password to anyone.**

Please send me an email at: james\_cheetham@carleton.ca and I will respond, so we know that our electronic communication is working, and your emails are not going into my junk folder (it has happened, if you have a name like Free Coffee, or something like that). This is also a way for me to check if you have read, at least this far, in the syllabus.

**Academic Accommodation**

<http://www2.carleton.ca/equity/accommodation/academic>

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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>

## Academic Regulations

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity>

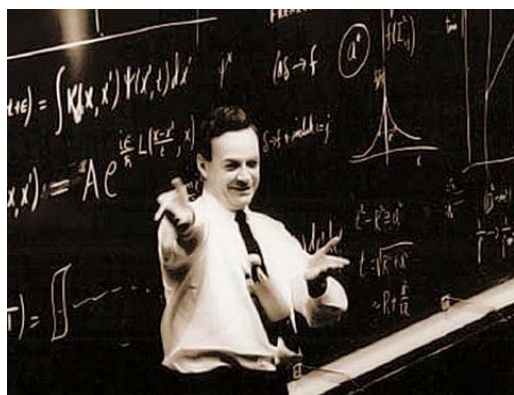
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Carleton University is committed to ensuring fairness and consistency in the completion of assignments, and examinations. As part of this commitment, students are required to follow proper assignment and examination procedures. A student who commits a violation of this policy on an examination or assignment, or obtains or produces an answer or unfair advantage by deceit, fraud, or trickery, or by an act contrary to the rules of the assignment or examination are subject to the sanction under this Policy. You are expected to follow the Academic Regulations of the University. In particular, **pay attention to the section on Student Conduct**. If you are not sure about the definition of cheating, come and see me, and I will explain it to you in more detail.

## About HUMS 4103

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Students studying science often feel like they are learning a new language. The best way to learn complex disciplines is to become an active participant in them. How can that be achieved in this course? First of all, try teaching other people about what you learn and explain concepts out loud. The most satisfying proof of mastering a difficult topic is the ability to explain it to another person. It is expected that you will work with other students outside the classroom in preparation for lectures and tests. Another way to become actively engaged in the study of science is to take full advantage of Discussion Forums on CULearn.



**So I find that teaching and the students keep life going, and I would never accept any position in which somebody has invented a happy situation for me where I don't have to teach. Never.**

**— Richard P. Feynman**

## Learning Outcomes

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To enable your learning, I clearly state Learning Outcomes. There are Learning Outcomes for the entire course, and also Learning Outcomes associated with each activity (Lectures, Readings, Videos, Assignments, etc).



The Learning Outcomes are designed to increase your understanding of science and technology as an ever-developing body of knowledge, the provisional nature of scientific explanations, the complex relationship between evidence and ideas in science and the impacts of science and technology on society. Course material (lectures, readings, videos, etc.) and assessments (tests, assignments) are aligned with these learning outcomes.

Learning Outcomes for the course are the following:

**Students who successfully complete this course will be able to:**

- Describe important historical events and people in the development of modern science.
- Evaluate new scientific discoveries.
- Effectively communicate about science and technology in writing.
- Explain the provisional nature of scientific knowledge.
- Describe important theories and methods in modern science.
- Identify and discuss controversies and ethical issues in science and technology.
- Contribute to discussions of current scientific news items to help develop an awareness of science.
- Develop individual interests, through assignments, that engage a scientific or technological controversy, policy problem, genetic disease, or application of science.
- Explain why your genotype does not equal your phenotype.
- Be able to distinguish between science and pseudoscience.
- Recognize and articulate the impacts of science and technology on your own life, the lives of others, the environment, society and our planet.

**There are also learning outcomes associated with each lecture.**



## What I Expect from You

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I expect you to extend your study of science and technology outside the classroom. For example, the quizzes and assignments will not only test your knowledge of the factual data presented in lectures, but also your synthesis of the information into a logical whole – the big picture. I expect you to consider science and technology in your other courses and to discover how ideas and concepts presented during the semester affect your health, the environment, and the world as a whole. Your success as a student depends upon your ability to think creatively and critically. Therefore, I intend to foster and expand the creative intellect already resident in your everyday thoughts, and I expect you to be open to new ways of thinking and to challenge old ways of thinking.

## What You Can Expect from Me

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Learning is what a student does (I cannot force you to learn). My role is to facilitate learning (by stating learning outcomes, lecturing, answering questions, etc.) and to assess learning (assignments, quizzes, etc.). Remember that you are doing this work for yourself (to prepare for your future adventures), not for the instructor.

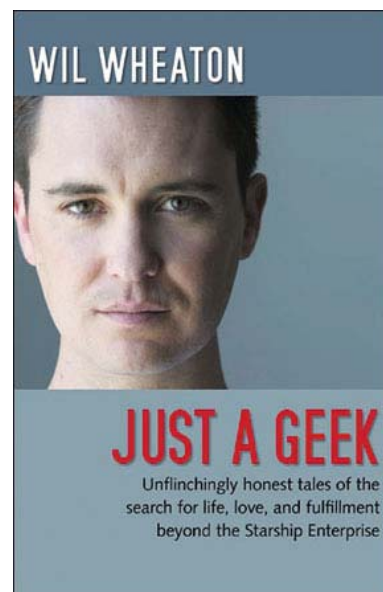
You can expect me to be prepared for class with both knowledge and enthusiasm. You can expect patient and thoughtful teaching and help both within and outside our scheduled time together. You can expect that I will utilize all reasonable resources to help you succeed in this class. Don't be afraid to seek help when needed. I am here to help you learn the material in this course and to provide an impartial evaluation of your performance. It's tough sometimes, but it's OK to ask questions in lecture, or in the Discussion Forum. Come to office hours, or make an appointment, if you have more detailed questions. Use the CULearn Forums. Send me an email.



## General Course Policies

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1. Your experience in this course (and in life) will be more enjoyable if you treat your classmates and your instructor with courtesy and respect (**Google “Wheaton’s Law”**).
2. When you come to class, be on time, and be prepared. If you are unavoidably late, enter the room quietly and choose a seat as quickly as possible. Do not invite your friends in to chat in this class. Disruptions in class make me very unhappy. And unhappy professors write really, really hard test questions.
3. Once in class, stay for the duration. If you must leave early, give me advance warning. You will not be allowed to meander in and out of the classroom. This is disruptive and unfair to your fellow students, and also makes me unhappy (see comment #2 above). Take care of your personal needs before class.
4. Turn off the sound on communications devices. This includes cell phones, personal entertainment (TV, music, etc.) devices or anything else that will disturb your classmates. Students with special circumstances need to speak with me right away. Do not talk on your cell phone while I am lecturing, or a guest is lecturing. (see comment #2 above about unhappy professors and extremely difficult exam questions).
5. No chit-chat or unnecessary noise during lectures. This is a big class, and if everyone is making noise, no one can hear anything. Stay focused on the material under consideration during lecture. You are paying a lot of money to be in this class. If somebody is talking near you, he or she is disrupting your learning experience, and essentially stealing your tuition money. You are not paying tuition to listen to buddy talk about his very nutritious breakfast (save that for Twitter). I suggest you ask them to shut up.
6. Academic dishonesty is not tolerated. If you are unclear about what is dishonest, please see the Undergraduate Calendar for clarification. If you are still unsure about specific instructions, ask me. Science is a collaborative endeavor. Therefore, you are encouraged to work together as much as possible. However, tests are not collaborative and must be completed without the assistance of other people.



## Forum Discussion Guidelines

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**Source:** Howard Gabennesch, (1992) The Teaching Professor, 6(9).

1. Try to make comments that connect ideas from the course with phenomena outside the classroom, and between ideas in one part of the course and those in a different part.
2. Avoid war stories, rambling speeches heavily punctuated with the word "I," and raw opinions that we could just as easily get from the average patron at the nearest pub, who has never heard of this course and its assigned reading.
3. Realize that when our emotions are aroused our brain wants to take orders from them. It is essential; therefore, to be willing to disconnect one's brain from one's gut long enough to render due process to ideas, particularly those that are unpopular or personally distasteful. This is an unnatural act, and requires courage. You will probably find it easier to join lynch mobs from time to time.
4. Understand that the right to have an opinion does not include the right to have it taken seriously by others. Nor is having an opinion necessarily laudable in itself. An opinion is only as good as the evidence, theory, and logic on which it is based.
5. Be careful about basing your opinions uncritically on the testimony of experts. Experts are subject to error and bias. They often disagree with other experts. All of this applies to the authors of your texts and your professors.
6. Beware of the tendency to view questions in dichotomous terms, such as either-or, all-or-none. The world is a complex, messy place where absolute answers are hard to find, gray is more common than black and white and contradictory things are often in the same package. **(Watch the Jacob Bronowski video).**
7. Value tentativeness. It's OK to admit you're unsure. It's OK to change your mind. **(Watch the Jacob Bronowski video, again).**



### Philosophy in Action:

Students engaged in a dialectical discourse for the purpose of determining the truth and avoiding error.

## Fall Term 2014 – Important Dates and Deadlines

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<u>Date</u>	<u>Activity</u>
September 1, 2014	Statutory holiday. University closed.
September 2, 2014	Last day for receipt of applications from potential Fall (November) graduates.
September 2 - 3, 2014	Fall term begins. Classes begin on September 4, 2014.
September 4, 2014	Academic Orientation. All students are expected to be on campus. Class and laboratory preparations, departmental introductions for students and other academic preparation activities will be held.
September 17, 2014	Fall and fall/winter classes begin.
September 26-28, 2014	Last day of registration for fall term and fall/winter courses.
September 30, 2014	Last day to change courses or sections (including auditing) for fall term and fall/winter courses.
October 10, 2014	Summer deferred final examinations held.
October 13, 2014	Last day to withdraw from fall term and fall/winter courses with a full fee adjustment.
October 15, 2014	December examination schedule (fall-term final and fall/winter mid-terms) available online.
October 27-31, 2014	Statutory holiday. University closed.
November 7, 2014	Last day for receipt of applications for admission to an undergraduate degree program for the winter term from applicants whose documents originate from outside Canada or the United States.
November 15, 2014	Fall break, no classes.
November 24, 2014	Last day to submit, to the Paul Menton Centre for Students with Disabilities, Formal Examination Accommodation Forms for December examinations.
December 1, 2014	Last day for receipt of applications for admission to an undergraduate degree program for the winter term.
December 8, 2014	Last day for tests or examinations in courses below the 4000-level before the final examination period (see Examination Regulations in the Academic Regulations of the University section of this Calendar).
December 9, 2014	Last day for receipt of applications from potential winter (February) graduates.
December 10-21, 2014	Fall term ends.
December 21, 2014	Last day of fall term classes.
December 25, 2014	Last day for academic withdrawal from fall term courses.
- January 2, 2015	Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for fall term courses.
	Last day for receipt of applications for undergraduate degree program transfers for winter term.
	No classes or examinations take place.
	Final examinations in fall term courses and mid-term examinations in fall/winter courses may be held. Examinations are normally held all seven days of the week.
	All take-home examinations are due.
	University closed.



# HUMS 4103 – Tentative Schedule – Fall 2014

Date	Time	Subject	Notes	Readings
<b>LECTURE 1 - INTRODUCTION AND THE NATURE OF SCIENCE</b>				
Tuesday 09Sept2014	Lecture 1 6:00-9:00	Welcome to the course. Course format, assessment, readings, CULearn. Some perspective on science and technology.	Read the syllabus.	
<b>LECTURE 2 – SOME HISTORICAL ASPECTS OF SCIENCE AND TECHNOLOGY</b>				
Tuesday 16Sept2014	Lecture 2 6:00-9:00	Basic review of the history of science. How to think about science and technology.		
<b>LECTURE 3 – PHILOSOPHY OF SCIENCE</b>				
Tuesday 23Sept2014	Lecture 3 6:00-9:00	Review of some of the key philosophers of science.		
<b>LECTURE 4 – NATURAL HISTORY</b>				
Tuesday 30Sept2014	Lecture 4 6:00-9:00	Guest Lecturer: Michael Runtz, Dept. of Biology.	<b>Quiz 1</b> Lectures 1,2,3	
<b>LECTURE 5 – PHYSICS</b>				
Tuesday 07Oct2014	Lecture 5 6:00-9:00	Guest Lecturer: Heather Logan, Dept. of Physics.	<b>Assignment 1 is due</b>	
<b>LECTURE 6 – CHEMISTRY AND NANOTECHNOLOGY</b>				
Tuesday 14Oct2014	Lecture 6 6:00-9:00	Guest Lecturer: Maria DaRosa, Dept. of Chemistry.		
<b>LECTURE 7 – ASTRONOMY AND COSMOLOGY</b>				
Tuesday 21Oct2014	Lecture 7 6:00-9:00	Guest Lecturer: Etienne Rollin, Dept. of Physics.	<b>Quiz 2</b> Lectures 4,5,6	
<b>FALL BREAK (NO CLASSES)</b>				
Tuesday 28Oct2014	No Lecture 6:00-9:00	Study...study...study...		
<b>LECTURE 8 - MATHEMATICS</b>				
Tuesday 04Nov2014	Lecture 8 6:00-9:00	Guest lecturer: Brett Stevens, School of Mathematics and Statistics	<b>Assignment 2 is due</b>	
<b>LECTURE 9 – EVOLUTION</b>				
Tuesday 11Nov2014	Lecture 9 6:00-9:00	Guest lecturer: Tom Sherratt, Dept. of Biology.		
<b>LECTURE 10 – EARTH SCIENCE AND THE FOSSIL RECORD</b>				
Tuesday 18Nov2014	Lecture 10 6:00-9:00	Guest lecturer: Al Donaldson, Dept. of Earth Science (Emeritus)	<b>Quiz 3</b> Lectures 7,8,9	
<b>LECTURE 11 - MOLECULAR BIOLOGY: MENDEL TO THE HUMAN GENOME</b>				
Tuesday 25Nov2014	Lecture 11 6:00-9:00	Ever think about cloning your cat? Human Genome Project and personalized medicine. Genetics, bioethics, genomics, and transhumanism.	<b>Assignment 3 is due</b>	
<b>LECTURE 12 – BIOTECHNOLOGY AND NEUROSCIENCE</b>				
Tuesday 02Dec2014	Lecture 12 6:00-9:00	Genetic engineering, GMOs, and synthetic biology. Modern neuroscience, fMRI, neuro-optics, and neuro-ethics.		



*"We've arranged a global civilization* in which the most crucial elements — transportation, communications, and all other industries; agriculture, medicine, education, entertainment, protecting the environment; and even the key democratic institution of voting — profoundly depend on science and technology

We have also arranged things so that *almost no one understands science and technology*. This is a prescription for disaster. We might get away with it for a while, but sooner or later this combustible mixture of ignorance and power is going to blow up in our faces."

- Carl Sagan

## REGULATIONS COMMON TO ALL HUMANITIES COURSES

### COPIES OF WRITTEN WORK SUBMITTED

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

### PLAGIARISM

The University Senate defines plagiarism as “*presenting, whether intentional 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 Deans of the Faculty conduct 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

### GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

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

F	Failure. Assigned 0.0 grade points
ABS	Absent from final examination, equivalent to F
DEF	Official deferral (see “Petitions to Defer”)
FND	Failure with no deferred exam allowed -- assigned only when the student has failed the course on the basis of inadequate term work as specified in the course outline.

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

### WITHDRAWAL WITHOUT ACADEMIC PENALTY

The last date to withdraw from **FALL TERM** courses is **DEC. 8, 2014**. The last day to withdraw from **FALL/WINTER (Full Term)** and **WINTER** term courses is **APRIL 8, 2015**.

### REQUESTS FOR ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and 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. You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at: [carleton.ca/equity/accommodation/](http://carleton.ca/equity/accommodation/)

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that your Instructor receives your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by **Nov. 7, 2014** for the Fall term and **March 6, 2015** for the Winter term. For more details visit the Equity Services website: [carleton.ca/equity/accommodation/](http://carleton.ca/equity/accommodation/)

### PETITIONS TO DEFER

If you miss a final examination and/or fail to submit a **FINAL** assignment by the due date because of circumstances beyond your control, you may apply a deferral of examination/assignment. If you are applying for a deferral due to illness you will be required to see a physician in order to confirm illness and obtain a medical certificate dated no later than one working day after the examination or assignment deadline. This supporting documentation must specify the date of onset of the illness, the degree of incapacitation, and the expected date of recovery.

If you are applying for a deferral for reasons other than personal illness, please [contact](#) the Registrar’s Office directly for information on other forms of documentation that we accept.

Deferrals of assignments must be supported by confirmation of the assignment due date, for example a copy of the course outline specifying the due date and any documented extensions from the course instructor.

Deferral applications for examination or assignments must be submitted within **5 working days** of the original final exam.

### ADDRESSES: (Area Code 613)

College of the Humanities 520-2809	300 Paterson
Greek and Roman Studies Office 520-2809	300 Paterson
Religion Office 520-2100	2A39 Paterson
Registrar's Office 520-3500	300 Tory
Student Academic Success Centre 520-7850	302 Tory
Paul Menton Centre 520-6608/TTY 520-3937	501 Uni-Centre
Writing Tutorial Service 520-2600 Ext. 1125	4 <sup>th</sup> Floor Library
Learning Support Service 520-2600 Ext 1125	4 <sup>th</sup> Floor Library