

CGSC 1001 C and D: Winter 2023

Mysteries of the Mind Syllabus

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Basics

Course title: **Mysteries of the Mind**

CGSC 1001 C, D (same section combined) CRN: 10894 & 10895

Dates of the course: **Winter 2023, January 10 to April 11**

The in-person section (C) will attend class in person. D is the online section.

Equivalent videos are on Brightspace for students in every section.

PAY ATTENTION TO QUIZ and ESSAY DUE DATES.

Location: Section C will meet Tuesday - Thursday 1:05 to 2:25 in Minto Centre 2000

Department: Department of Cognitive Science (2201a Dunton Tower)

Instructor's name; office location & phone; email address; office hours:

Dr. **Jim Davies**,

2208 Dunton Tower

Phone: 613-520-2600 x1109 (not recommended as the prof does not go into work every day)

Email: Please use the Brightspace discussion board for questions. If you do not want other students to see the question, contact the appropriate TA. If this will not (or does not) work, you may email the professor at jim.davies@carleton.ca

Office hours: by appointment; please use TA office hours for questions

Discord Server: <https://discord.com/invite/D3WKth8bnH>

Teaching Assistants

If you want to meet with a TA, please try to make it to any TA's office hours before you request a meeting time outside of their office hours.

(TA) names; office location, email addresses; and office hours: (to be announced)

Christian Aqlah ChristianAqlah@cmail.carleton.ca

In charge of Discord

Office Hour Thursday 4-5 on zoom <https://carleton-ca.zoom.us/j/92127744359>

Will review your quiz if your surname starts with A or B.

Irina Smirnova-Godoy IrinaSmirnovaGodoy@cmail.carleton.ca

In charge of essay issues and who grades which essay.

Office Hour: Fridays noon to 11am to noon Dunton Tower 2224 and on zoom, preferably by appointment <https://carleton-ca.zoom.us/j/99542741832>

Will review your quiz if your surname starts with C or D.

Josh Goheen JOSHGOHEEN@cmail.carleton.ca

In charge of quiz *technical* issues (don't email him if you miss a quiz)

Office Hour: Wednesdays 1 to 2 <https://carleton-ca.zoom.us/j/5818288187?pwd=ckNuK2hzK2xHSIBtVzA1RS8xakF0UT09>

Meeting ID: 581 828 8187 Passcode: 1002

Will review your quiz if your surname starts with E, F, G, or H

Abbey Gandhi AbbeyGandhi@cmail.carleton.ca

Email a [declaration](#) to this person if you need a deferral or have PMC questions.

Wednesday (Sept 14-Dec 7) from 10:30-11:30am. VSIM 5210L

Will review your quiz if your surname starts with I, J, K, or L.

Imola MacPhee ImolaMacphee@cmail.carleton.ca

Office hour: Tuesdays 1-2 <https://carleton-ca.zoom.us/j/97194051100>

Meeting ID: 971 9405 1100

Will review your quiz if your surname starts with M, N, O or P

Kazma Chaudhry KAZMACHAUDHRY@cmail.carleton.ca

Will review your quiz if your surname starts with P, Q, R, or S

Office Hour: Mondays 2-3

<https://carleton-ca.zoom.us/j/5822982701> Meeting ID: 582 298 2701

Or In-person: by appointment at DT 2224

(email at least 24 hours in advance to set up in-person meeting)

Sam Egan SAMEGAN@cmail.carleton.ca

Friday 5pm-6pm <https://carleton-ca.zoom.us/j/98860094946>

Will review your quiz if your surname starts with T, U, V, W, X, Y, or Z

SONA (extra credit) issues will not be dealt with by the cognitive science undergraduate administrator, not the TAs. Instead contact Melissa Lett Melissa.Lett@carleton.ca

Brightspace (Learning Management System)

Course newsgroup, web site address, etc. if applicable:

Brightspace will be used for marks: see brightspace.carleton.ca

You can download lecture slides, the current version of this syllabus, and other useful things from:
<https://www.dropbox.com/sh/6kg5bn2i3j6dym9/PA3QtfKpPY>

Course description

Content, aims, objectives:

The human mind is the most complex thing yet discovered in the universe. Learn about minds in humans, animals, and computers in this fascinating exploration of consciousness, memory, creativity, problem solving, perception, and your own biases. The introductory course will also cover fun topics such as how cognitive science can help you through school, how cognitive science applies to important real-world problems in areas such as law and computer interfaces, and the mind issues raised by popular movies. This course will guide you through the fascinating mysteries, and the solutions found so far, of our inner world.

Carleton Media Space Basics

There are links to #video lectures on the class [Brightspace](#) page. You can follow along with the slides provided, see <http://www.jimdavies.org/classes/>

Information and Assistance

website: mediaspace.carleton.ca

Carleton Online Student Centre: D299 Loeb, 613-520-4055

Accessing Lectures

Lectures are recorded during the on-campus section of the class. CUOL course lectures can be accessed in the ways listed below.

IMPORTANT: Engineering students do not get credit for this as an elective! This is due to the forces of Engineering outside of the university.

Texts

-- (required, supplementary, on Reserve, other):

Many readings for this course come from the online textbook "[Cognitive Science: An Introduction](#)," but it is still in progress and incomplete.

https://en.wikibooks.org/wiki/Cognitive_Science:_An_Introduction

You have to read one of three books for the essay (see below)

Evaluation, Marks, Grades

Your final grade will be a combination of marks from exams and the essay assignment.

A+ = 90-100	B = 73-76	C - = 60-62
A = 85-89	B - = 70-72	D+ = 57-59
A - = 80-84	C+ = 67-69	D = 53-56
B+ = 77-79	C = 63-66	D - = 50-52

Proportions of how marks contribute to your final course grade:

20% quiz 1

20% quiz 2

20%	quiz 3
20%	quiz 4 (final)
20%	Essay

There's an online grade calculator at <https://apps.mercer.edu/registrarcalc/weightedaverage.html>

Extra credit

Extra credit is available in 0.5% units for each 30 minutes of participation, up to a maximum of 4% total, **by participating in a Department of Cognitive Science (DCS) experiment**. Participation in these activities is optional. For more information about how to participate in DCS experiments, go to the DCS sona website. <https://carleton-ics.sona-systems.com/>

Again, your participation is entirely optional. If you do not wish to participate in studies, contact the Instructor and he or she will try to find another way for you to earn extra credit.

Please note that **this is a separate system from the Department of Psychology**. Experiment participation done through psychology do not get you extra credit in a DCS course, and experiments participated in for DCS do not get you credit for psychology courses. If you have questions about SONA, contact [Melissa Lett MelissaLett@cunet.carleton.ca](mailto:MelissaLett@cunet.carleton.ca)

Quizzes

Quizzes will be multiple choice tests that you will take online through Brightspace.

Each quiz must be taken at the specified time.

Each quiz has two times you can write it. The final quiz will be formally scheduled.

You may not communicate with anyone else during the quiz, you may not take screenshots, or in any other way record questions.

You may use your notes and the slides while writing the quiz, but you won't have much time, so please study.

Generally, quizzes are Friday nights. That is when you should write the quiz, if possible. If you cannot make that time, you can opt to write it (generally) early the next Monday morning. But see the schedule ([What Happens When](#)) for specifics about when exactly these times are.

If you can't make either time, you will need a deferral, please contact the TA in charge of deferrals (see the first page for TA specializations). See below for deferral information.

You may not write both of the alternate times—you only get one attempt.

Although you have a window in which you can write the quiz, you will have about 36 minutes to complete each quiz. You have only one chance to answer each question. **You may not go back and change a previous answer.**

You may start anytime within the time allocated for the quiz.

Each quiz will have about 30 questions.

Spreadsheet (so you can import to your own system):

<https://docs.google.com/spreadsheets/d/1T7pUSuKXzvLv2SXjMBnQLinOTdDt8hcLtAKNBke m6X8/edit?usp=sharing>

<http://www.cram.com/flashcards/cognitive-science-7751881>

<http://www.cram.com/flashcards/cognitive-science-lectures-10-15-7829458>

Material covered will be anything in the slides, lectures (including guest lectures), or videos shown during lectures. The contents of the film *Memento* will not be on quizzes, though things I teach about it might be.

The readings are there to help you understand the lecture material. So if something is in the readings but not in the lecture, you are not responsible for knowing about it.

Deferrals

There are no deferrals for the essays. You have plenty of time to work on them, so get them done early.

For quizzes, there are two opportunities to write each quiz, and one is very early in the morning during a time in which everyone should be free. Set more than one alarm and have a friend call you if you plan to write this one, because I will not accept “I slept through my alarm” as an excuse. That being said, if you are busy during both times, you can request a deferral. Here is the procedure: Find the declaration in the class shared dropbox, print it out, fill it out, sign it, photograph/scan it, and email it to the TA in charge of deferrals (see first page). Please do not CC the instructor. If the deferral is approved then you may write the exam at a later time. The TA will alert you as to when that will be. **YOU DO NOT NEED A DOCTOR’S NOTE.** Note that we keep these declarations on file to prevent abuse of the declaration system.

Reviewing Your Quizzes

I would like you to first talk to a TA about your exam. There is a specific TA assigned based on the first letter of your last name. That TA will be happy to go over your exam with you during their scheduled office hours (as listed in the syllabus.) I recommend contacting them via email first to let them know you're coming so they don't step out for a sandwich or something. **TAs can go over your quiz with you over video chat if they can see your hands (behind your head, for example.) You are not allowed to take notes or record while doing this.**

Essay

You have two options for the essay. Option one is to read a book and write an essay comparing the book to material learned in a class lecture. The other is to write more of a term paper style essay about a particular topic in cognitive science.

Essay Option One: Book Comparison

To write the essay you will need to read one of the books listed below. They are available in the campus bookstore. **Students can either opt for curbside pick-up or order from our website (www.carletonshop.ca) and will receive it within two business days.**

1. **The Man Who Mistook His Wife For A Hat** by Oliver Sacks
2. **The Marshmallow Test** by Walter Mischel
3. **Being the Person Your Dog Thinks You Are: The Science of a Better You** by Jim Davies

What your essay should be like: *This is not a book report!* The essay will either a) explain something mentioned in one of the lectures and readings with reference to information in the book or b) explain something mentioned in the book with reference to information from the lectures and readings. The rubric is on the next page. To understand it, know that what you are trying to understand better is the *target example* and what you are using to understand it is the *base example*. You should emphasize what is not clearly understood about the target example, and how you will use the base example to fill this gap in our understanding of the target example. So, for example, you might read in *Riveted* that primarily doctrinal religions take advantage of semantic memory and imagistic religions use episodic memory (the target example). In your essay, you describe in more detail how religious thought is represented differently in episodic versus semantic memory (what you learned in class in this case would be the base example). Or you might read *The Man Who Mistook His Wife for a Hat* and discuss how the description of perception used in the lecture (base example) can help explain a particular perceptual problem described in the book (the target example).

The target example is a concept that you're interested in and the base example is the information helps you to understand the target example. The target example can come from either the book or the lecture, but the base example has to come from the other source.

Crucially, the base example gives you more information on the target example. Ideally, you should be able to identify a few main ways of how the base example explains the target.

Using the sample essay on *Riveted*, the target example was temporal discounting from the lecture ("greater value placed on the present when compared to the future"). The base example was temporal discounting from the book, which provides more information beyond the definition of the concept: 1.) "people do not see the future clearly" 2.) "why people think about the future the way that they do" 3.) "how people see their future selves as different people". Note that these 3 points are each the main ideas of the subsequent paragraphs.

Your essay must be between **800 and 1200 words long** (in Microsoft Word, under "tools" you can find "word count.") If you cite sources try to use APA style, but because you're basically pasting your text into Brightspace, don't worry too much about formatting--**but the citations and references are included in your word count.** You do not need to cite the lectures nor the book you're reading, just additional sources. Do not go over the word count. The books are long and complicated. You do not have to summarize the book, only pick one idea from it, and one idea from the lectures to write your essay. You can actually use the terms *base example* and *target example* if you wish; in fact, I encourage this. It makes it easier as a TA grading your

papers to see that you actually understand what it is you are trying to convey in your paper. It is important that you also clearly emphasize what it is that is not particularly clear about your target example, and how you are going to use the information provided by the base concept to fill this knowledge gap. As you can see from the rubric, you are not dinged massively for grammatical errors etc. That being said, if your writing is riddled with mistakes, it makes it extremely difficult to understand the points you are trying to convey. If you fall into this category, I would recommend taking your work to the writing centre (<https://carleton.ca/csas/writing-services/>). Make sure you leave yourself enough time to do this before your due date.

There are examples of good essays in the shared dropbox. Please read them to get an idea of how they should be written.

Essay due dates: These books are of different lengths. The due date of the essay depends on the length of the book. See the schedule for due dates.

Need help? You can get help with your essay from the Writing Tutorial Service on campus. It's located on the 4th floor of the library Monday, Wednesday, and Friday from 9am-4:30pm, and Tuesday and Thursday from 9am-6pm. [Http://carleton.ca/sasc/writing-tutorial-service/](http://carleton.ca/sasc/writing-tutorial-service/)
You can also arrange a time with one of the TAs.

How to turn in the essay: You will paste the essay directly into Brightspace. We have too many essays to grade to have time to open attachments.

Essay advice

- (1) **Do not assume** that a reader will know what you mean if you do not explicitly state it.
- (2) **Do state** and **define clearly** any term, concept or issue that is important in helping the reader understand your essay.

Note: For this particular essay, we will mark only what we read in your essay. We are grading your understanding and knowledge, based on what you write in your essay. Even if you have fully grasped a concept, we can't grade what you know if this has not been explicitly stated.

- (3) **Do** have an **overall "take home" message(s)** that you are trying to communicate in your essay, and **plan your essay accordingly**. The result of not doing either of these is an essay that tends to ramble aimlessly

- (4) **Do not include anything that is not important** in helping your reader understand your essay, regardless of how impressive sounding it seems. This will be confusing.

- (5) **Do understand the difference** being providing a **definition** and providing an **example**. Ask if you have difficulty differentiating between the two.

Note: Generally you are allowed to refer to textbooks and references to provide definitions and concepts. If you use text from another source, use quotation marks and a citation. However, you need to provide the relevant citations and reference. For this particular essay, I suggest **not quoting more than one sentence** from the same reference. You are encouraged to come up with your own examples. You do not need to formally cite the book or the lectures, just mention them

in text and refer to page numbers if you quote from the book. Facts not from either need to be cited. Use APA formatting.

(6) Do keep to word limits (800 to 1200 words for this essay)

(7) Do be attentive of what you are writing; especially if you have not mastered using definitions or concepts, otherwise one of the following is likely to happen

- Words in a sentence will make sense, but not the sentence itself.
- Sentences in a paragraph will make sense, but not the paragraph itself.

(8) Do proofread your work, as many times as needed, but **at least once before you press “submit”**. There is an obvious difference in quality between an essay that has been checked and one that has not been checked.

(9) We do not require a certain number of paragraphs, or define what you need in each paragraph. What you might have learned in high school (the three-point essay, for example) was a structure to help you become a better writer. Now that you are in university, you need to be able to create your own structure that makes sense.

(10) This is not a “personal” essay. We are training you to do scientific writing. Avoid talking about yourself and your experiences. Stick to the subject matter.

(11) Try not to quote directly. In science we rarely quote people. Rather than quoting, summarize in your own words and cite it.

Frequently Asked Questions about the Essay

1. Please make sure you submit your essay in the TEXTBOX, not the comment section, of the assignment. If you submit it in the comment section it will not register as a submitted assignment and the TAs will not see it so it will not be graded. Give yourself time before the due date to ensure your essay is submitted properly.
2. There are no late submissions permitted unless a deferral has been granted (See syllabus for deferral information if needed). This means that TAs will not give grade deductions for late essays because we will not accept late essays at all. If you fail to submit this essay without a valid reason, prepare to write the second or third essay on time.
3. There are over 1000 students in this course and only 9 TAs, please be patient when it comes to getting your grades back. We strive to have your essays graded within TWO WEEKS of the submission date. **GRADES WILL ONLY BE RELEASED ONCE ALL THE ESSAYS HAVE BEEN MARKED.** Please do not email TAs or Professor Davies asking when you will receive your grade, we will not answer these emails. If your course grade book says "graded" beside your essay but you can't find your grade, this means the grades have not been released. Please do not email TAs asking why/where you can find your grade. Your grade will appear once the grades have been released.
4. The TAs are here to help you. If you would like help with your essay, you can provide us with outlines to help with ideas. We do not have enough scheduled time to sit down with you and correct your whole essay. Please use other classmates, friends, family or writing services in the library for spell check and things of that nature.
6. You do not need to formally reference the course lectures or the course book but you do need to reference ALL outside sources that you use. Please pick one referencing style (for example APA, MLA) and stick to it throughout your entire essay.

7. If you have any questions regarding the submission of your paper, formatting and things like that, please look at your syllabus or the course discussion board before emailing the TAs and Professor Davies. 9 times out of 10 the information you are looking for can be found there.

How the essay will be graded

On the next page is the grading rubric. This is how it works. A teaching assistant will read your essay and evaluate it according to the rows in the table on the next page. For each category, for example, “structure and transitions,” he or she will decide how many points, out of 25, you get per row. There are four rows, so your grade will range from between 0 and 100. If you have questions about the rubric, please talk to a TA.

Rubric for book essay

	25 points	20 points	15 points	10 points	5 points
The description of the base concept, the target concept, and what is lacking in our understanding of the target	Described in sufficient detail and accuracy. Each is explicitly identified in the text	The examples are well described, but the reader has to figure out which is which.	Missing information from target example is not identified, or target and base are described vaguely	Target and base are poorly described	The base and target are missing completely
Transfer of knowledge from base to target	Essay clearly describes what knowledge from the base is used to understand the target, and the target is better understood with that knowledge.	The transfer is described in some detail, but could use more.	The transfer is not clear to the reader, or only vaguely refers to one concept helping to understand another.	It is not clear how the base knowledge helps us understand the target. Almost no information is discussed as being transferred.	The transfer is not referred to at all.
Structure and transitions	The essay is easy to understand and communicates clearly	Structure is understandable with a bit of work on the part of the reader.	The organization is mediocre. The points are made poorly or in a poorly structured way.	Essay is difficult to follow at both the paragraph and overall structure levels.	The essay is almost impossible to understand because of poor organization.
Grammar, spelling, and citation	Few or no errors	Several errors.	Unsupported claims, poor grammar, or many errors	Poor citation, very bad grammar, or very poor spelling	Errors make essay hard to read.

Essay Option Two: Term Paper

In brief: In this assignment, you will write a paper about one of the approved topics in the list given below. Think of this assignment as though you were writing an encyclopedia article about the topic. Your job is to find the latest research on the topic, and summarize it.

Specifications: The article should be between 800 and 3000 words, references included.

There should be between 10 and 30 citations, preferably of scientific articles in peer-reviewed journals. To find out if a particular article is peer-reviewed, use this website:

<http://ulrichsweb.serialssolutions.com.proxy.library.carleton.ca/>

Also, if you look up a journal on Carleton's library website, it will often tell you that it is peer-reviewed, if it is.

In general, you should cite the most recent research. When you search, try to use references from the past few years. Sometimes, if an idea is very old, you can cite the origin of the idea (the first paper or book that proposed it), but also a more recent version of it. If the most recent research is rather old (1990s, for example) you can put in a disclaimer in the comments section on Brightspace. Most references should be from the last 10 years.

You should have sub-headings to help with organization.

It needs to be in your own words. The TAs will be on the lookout for plagiarism, so make sure you do not copy other people's sentences. It's not even a good idea to quote people, even if you cite it--that's not done much in science, nor in encyclopedias, unless there is something very important about the exact wording.

The list of available topics:

The emotion of surprise

The use of Positron Emission Tomography in psychology and neuroscience

Olfactory Hallucination

Brain Hemisphere Differences

Rubric for Term paper

	25 points	20 points	15 points	10 points	5 points
Research Completeness and topic appropriateness	Excellent overview of the state of the art. No major theory or findings missing.	Mostly complete, but missing some important topics	Only moderate effort to cover topic	Only a cursory overview	No research cited.
Research timeliness and quality of reference list in terms of count and recency	Excellent	Very good	Pretty good	inadequate	No research cited.
Structure and coherence	The essay is easy to understand and communicates clearly	Paper is understandable with a bit of work on the part of the reader.	The organization is mediocre, or some errors of fact or reasoning	Paper demonstrates gross misunderstandings or poor reasoning.	The essay is almost impossible to understand.
Grammar, spelling, and in-text citation	Few or no errors.	More than a couple of errors.	Mediocre job	Many errors	incomprehensible

What Happens When (Schedule)

Lectures will be on the dates specified for the in-class students. The online students can watch them anytime, but the dates listed are recommended for keeping up with the class.

Dates	LECTURE NAME	OPTIONAL READING
Jan 10, 2023	Lecture 1: Introduction to Class	CogSci Defined
Jan 12	2: Learning, Memory, Representation	Read Memory, Representation, and Learning chapters
Jan 17	3: How to Write the Essay	
Jan 19	4: Perception	Functionalism The Cognitive Level
Jan 24	5: The Fields of Cognitive Science	CogSci Defined
Jan 26	6: How Cognitive Science Can Help You Get Through School + Learning Disabilities	What is the best way to study? Install Anki Chapter in wikibook Student-made Anki deck
Jan 31	7: The Cognitive Level	Functionalism The Cognitive Level
Feb 2	8: Language and Communication	Linguistics Thursday, Feb 2: Writing assignment due (at 11:55pm) if you're reading <i>The Man Who Mistook His Wife For a Hat</i>
Fri, Feb 3	Quiz 1, covering lectures up to and including How cognitive science can help you get through school	Start anytime between 7pm and 8:30pm. You will have 36 minutes.
Mon, Feb 6	Quiz 1 (alternate time)	Start anytime between 6am and 7:30am
Feb 7	9: Control	https://nautil.us/blog/this-is-how-your-brain-walks-the-doga-dialogue Control podcast episode
Feb 9	10: Development	The Secret of Self-Control Thursday, October 20: Writing

		assignment due (at 11:55pm) if you're writing a term paper.
Feb 14	11:Morality	Moral Thinking
Feb 16	12:Evolution of Intelligence	Language of Politics How Humans Got So Smart
Week of Feb 20-24	BREAK	No class
Feb 28	13: Cognitive Biases	List of all known biases
Mar 2	14: Myths of Cognitive Science	Common Psychology Myths Myths of CogSci Chapter
Mar 3	Quiz 2, covering all lectures up to and including evolution of intelligence	Start anytime between 7pm and 8:30pm. You will have 36 minutes.
Mar 6	Quiz 2 (alternate time)	Start anytime between 6am and 7:30am
Mar 7	Watch <i>Memento</i>	https://mediaspace.carleton.ca/media/Memento_2001_CGSC_1001_with_subtitle/0_eh25xf0 <small>For Jim: To play the video with subtitle, you need to download it to local computer then play it with VLC and turn on the subtitle. The subtitle is on track 1 (track 2 is chapter number).</small>
Mar 9	Finish watching <i>Memento</i>	
Mar 14	15: Cognitive Science in Film	
Mar 16	16: Religion	
Mar 21	17: Music	Perception of Music Tuesday, Mar 21: Writing assignment due (at 11:55pm) if you're reading The Marshmallow Test
Mar 23	18:Compellingness	
Mar 28	19: Evolutionary Psychology	Evolutionary Psychology Evolution Human Evolution
Mar 30	20: Cognitive Science and the Real World	False Memory Human-Computer Interaction Politics and Analogy Behavioral Economics

Mar 31	Quiz 3, covering all lectures up to and including Evolutionary Psychology	Start anytime between 7pm and 8:30pm. You will have 36 minutes.
April 3	Quiz 3 Alternate time	Start between 6:00am and 7:30
April 4	21: Dreaming	Dreaming Chapter https://mindingthebrainpodcast.com/2021/01/01/36-dreams/
April 6	22: Consciousness	Consciousness Essay Consciousness Chapter Consciousness Video Thursday, April 6: Writing assignment due (at 11:55pm) if you're reading Being The Person Your Dog Thinks You Are
April 11	23: Time	
Final exam: TIME TBA Eastern Time. You have 36 minutes to write it.	Final Exam (aka quiz 4; same length and format of other quizzes, formally scheduled)	

Regulations and Information Common to all Courses

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

Plagiarism

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations. Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty 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.

Plagiarism is a serious offence that cannot be resolved directly by 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.

Statement on Student Mental Health

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Statement on Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

Requests for Academic Accommodations

ACADEMIC ACCOMMODATION

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 accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

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 [click here](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, 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).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to

obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Important Information

- Students must always retain a hard copy of all work that is submitted.
- All final grades are subject to the Dean's approval.
- The last day for academic withdrawal for winter and fall/winter courses is March 15th, 2023.
- For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton CMail account. If you do not have or have yet to activate this account, you may wish to do so by visiting <http://carleton.ca/ccs/students/>

For a list of dates and deadlines, including holidays and exam dates, please visit:

<https://calendar.carleton.ca/academicyear/>