

CGSC 1001 v: Mysteries of the Mind Syllabus

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Basics

Winter 2021, January 11 to April 14

DAYS AND TIMES OF LECTURES DO NOT MATTER.

PAY ATTENTION TO QUIZ and ESSAY DUE DATES.

WATCH THE LECTURES WHEN THEY ARE RELEASED EACH WEEK.

Location: Online due to the pandemic

Course title: **Mysteries of the Mind**

Department: Institute of Cognitive Science (2202a Dunton Tower)

Course number (including section letter): **CGSC 1001v**

(the first is the in-class section, the second is the online version)

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

Dr. Jim Davies

2208 Dunton Tower

Phone: 613-520-2600 x1109 (not usable during the pandemic)

Email: Please use the CUlearn discussion board for questions. If you do not want other students to see the question, please use the CUlearn messaging system.

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

Teaching Assistants

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

Brendan Conway-Smith brendanconwaysmith@cmail.carleton.ca

Email a [declaration](#) to this person if you need a deferral

Office Hour: **Wednesdays 4-5pm (email and he will send a zoom link)**

Aya Badawi ayabadawi@cmail.carleton.ca

Office hour Friday 2-3pm. Email for for zoom appt.

Chantelle Dias chantelle.dias@carleton.ca

In charge of essay issues and who grades which essay

Office Hour: Wednesday 11-12

Justin Singer Justin.Singer@carleton.ca

In charge of quiz dates and questions

Office Hour: Mondays 12-1pm, on big blue button (see cuLearn page)

Spencer Eckler spencereckler@cmail.carleton.ca

In charge of PMC issues

Office Hour: Mondays 1-2 on Big Blue Button (see CuLearn Page)

The following TAs only grade essays, they have no office hours. Do not email them unless it's to talk about your essay.

Alexia Ziccardi alexiaziccardi@cmail.carleton.ca

Zachary Savelson zach.savelson@carleton.ca

Other, Non-TA helpers

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

ESP Facilitator

Aaron.Dell@cmail.carleton.ca

CULearn

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

CULearn will be used for marks. <https://carleton.ca/culearn/>

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

This class is entirely online. All lectures are available through Carleton media space and will be released every week. There are links on the class CULearn page. All but two of the lectures are provided in both audio and video format. Two of the lectures are audio only. 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

Email: cuol@carleton.ca (general information)

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 two ways. Extra credit is assigned 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.ca/ics/current-students/undergraduate/participating-in-psychological-research-sona/>

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 an ICS course, and experiments participated in for ICS do not get you credit for psychology courses. If you have questions about SONA, contact [Melissa Lett](mailto:MelissaLett@cunet.carleton.ca) MelissaLett@cunet.carleton.ca

The other way is through the Incentive Program.

This course has been registered in the Incentive Program offered through the Centre for Student Academic Support (CSAS). CSAS Learning Support Workshops are designed to help students cultivate and refine their academic skills for a university environment.

Each workshop is about an hour long, so each workshop will be worth 1% of extra credit. Learning Support Workshops must be done between the first and last day of classes to receive credit for the Incentive Program.

CSAS offers online workshop topics during. For complete workshop descriptions please visit the CSAS website: <https://carleton.ca/csas/learning-support-workshops/>

To access the online workshops, please self-enroll through the CSAS Online Learning Community: <https://carleton.ca/csas/online-support/>

In addition, the [Online Learning Orientation](#) course (developed in collaboration with the Teaching and Learning Services) is listed under CSAS resources on cuLearn. However, **please note that this course is not included in the Incentive Program.**

To view your workshop attendance history, please log on to **MySuccess via Carleton Central**. Attendance records will be updated at the mid-way point and end of the term.

For further information on Incentive Program participation policies and FAQs, please visit: carleton.ca/csas/incentive-program/. For specific questions, please contact the Centre for Student Academic Support at csas@carleton.ca or 613-520-3822.

Quizzes

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

Each quiz must be taken at the specified time.

Each quiz has two times you can write it.

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.

The second one is at 6:00 in the morning, so everybody should be free at that time.

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.

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 hour after the quiz opens, but no matter when you start, after that hour is up the quiz shuts down.

For example, if the quiz open time is 7pm, and you start at 7:45, you will be cut off at 8.

Each quiz will have about 30 questions.

A previous student made some online flashcards for this course:

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

<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. Any 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. **PANDEMIC UPDATE: TAs can go over your quiz with you over video chat if they can see your hands (behind your head, for example.)**

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. [Imagination: The Science of Your Mind's Greatest Power](#) by Jim Davies
3. **The Organized Mind by Daniel Levitin**

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, given as definition ("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 cuLearn, 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 (<http://www.carleton.ca/sasc/writing-tutorial-service/>). 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/>
You can also arrange a time with one of the TAs.

How to turn in the essay: You will paste the essay directly into cuLearn. 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 paraphrase, use quotes. 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	Described in sufficient detail and	The examples are well described, but	Missing information from target example is	Target and base are poorly	The base and target are missing

target concept, and what is lacking in our understanding of the target	accuracy. Each is explicitly identified in the text	the reader has to figure out which is which.	not identified, or target and base are described vaguely	described	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	Well-written.	Several errors.	Unsupported claims, poor grammar, or spelling 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. If you author one of the best articles, we might approach you after the class is over to talk about inclusion in a free online textbook.

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 CULearn. 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:

Psychology of Creativity
 Embodied Cognition's approach to Decision-making
 Production Systems in AI and Cognitive Modeling
 Perception of the Passage of Time
 Lucid Dreaming
 Echolocation

Rubric for Term paper

	25 points	20 points	15 points	10 points	5 points
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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	Excellent.	A few noticeable errors.	Some errors	Many errors	Many, many errors.

What Happens When (Schedule)

WEEK	LECTURE NAME	OPTIONAL READING
Jan 11	One: Introduction to Class	CogSci Defined
	Two: Learning, Memory, Representation	Read Memory, Representation, and Learning chapters
Jan 18	Three: How to Write the Essay	By Katie Bryant
	Four: Perception	
Jan 25	Five: The Fields of Cognitive Science	CogSci Defined
	Six: How Cognitive Science Can Help You Get Through	What is the best way to study? Spaced-memory systems

	School + Learning Disabilities	Install Anki Chapter in wikibook Writing assignment due (at 11:55pm) if you're reading <i>The Man Who Mistook His Wife For a Hat</i>
Feb 1	Seven: The Cognitive Level	Functionalism The Cognitive Level
	Eight: Language and Communication	Linguistics
Fri Feb 5	Quiz 1. covering lectures up to and including How Cognitive Science Can help you get through school	Last name starts with letter A-K: 7pm L-Z: 8pm
Mon Feb 8	Quiz 1 (alternate time)	Last names A-K 6am Last names L-Z: 7am
Feb 8	Nine: Control	
	Ten: Development	The Secret of Self-Control Writing assignment due (at 11:55pm) if you're writing a term paper.
Feb 15 to 19	BREAK	No class
Feb 22	Eleven: Evolutionary Psychology	Evolutionary Psychology Evolution Human Evolution
	Twelve: Evolution of Intelligence	Language of Politics How Humans Got So Smart
Mar 1	Thirteen: Cognitive Biases	List of all known biases
	Fourteen: Dreaming	Dreaming Chapter
Mar 8	Watch <i>Memento</i>	https://mediaspace.carleton.ca/media/Memento_2001_CGSC_1001_with_subtitle/0_eh25xnf0 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).
Fri Mar 12	Quiz 2, covering all lectures up to and including dreaming	7:00pm for A-K 8pm for L-Z
Mon Mar 15	Quiz 2 (alternate time)	6:00am for A-K, 7am for L-Z

Mar 15	Fifteen: Cognitive Science in Film	
	Sixteen: Myths of Cognitive Science	Common Psychology Myths Myths of CogSci Chapter Writing assignment due (at 11:55pm) if you're reading <i>Imagination</i>
Mar 22	Seventeen: Religion	
	Eighteen: Consciousness	Consciousness Essay Consciousness Chapter Consciousness Video
Mar 29	Nineteen: Cognitive Science and the Real World	False Memory Human-Computer Interaction Politics and Analogy Behavioral Economics
	Twenty: Music	Perception of Music
Fri April 2	Quiz 3, covering all lectures up to and including Consciousness	Quiz 3. 7:00pm for A-K 8:00pm for L-Z
Mon April 5	Quiz 3 Alternate time	6:00am for A-K; 7:00am for L-Z
April 5	Twenty-one: Compellingness	
	Twenty-two:Morality	Moral Thinking
April 12	Twenty-three Why Cognitive Science is Important	Writing assignment due (at 11:55pm) if you're reading <i>The Organized Mind</i>
Date to be announced	Final Quiz 4 (same length and format of other quizzes, also on CULearn)	Covering all lectures

Regulations and Information Common to all Cognitive Science Courses

REQUESTS FOR 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 more details see the [Student Guide](#)

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 see the [Student Guide](#)

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).

PETITIONS TO DEFER

Students unable to complete a final term paper or write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrar's Office for permission to extend a term paper deadline or to write a deferred examination. The request must be fully and specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar's Office will be considered.

For more information on the important dates and deadlines of the academic year, consult <https://carleton.ca/registrar/registration/dates-and-deadlines/>

Requests for 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

Please contact your instructor 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: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor 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: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

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 its 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: carleton.ca/sexual-violence-support

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 must be provided to students who compete or perform at the national or international level. Please contact your instructor 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>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

Plagiarism

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This can include: reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source; submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else; using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment; using another’s data or research findings; failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks; handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence 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.

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.
 - 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/>

GRADING SYSTEM

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

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

F Failure. No academic credit

ABS Absent from the final examination

DEF Official deferral (see "Petitions to Defer")

FND “Failed, no Deferral” – assigned when the student is absent from the final exam and 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 Chair and Faculty Dean.

ICS RESOURCES (613-520-2600, phone ext. 2522)

Department of Cognitive Science (2522)	2221 DT (Dunton Tower)
Registrar's Office (3500)	300 Tory
Student Academic and Career Development Services (7850)	302 Tory
Paul Menton Centre (6608)	501 University Centre
Writing Tutorial Service (1125)	4 th fl Library
Learning Support Services (1125)	4 th fl Library

Academic Advising

Visit the Cognitive Science Undergraduate Office, DT 2221 to discuss your program. Advisors can answer questions concerning:

- Course selection and meeting program requirements
- Your audit and transfer credits
- Gaining access to courses that are closed
- Information concerning prerequisites and preclusions
- Course equivalencies and substitutions
- Information about whether to pursue the (Honours Project Course) or the Thesis stream and CGPA requirements
- Community Practicum Course
- Concentrations
- Exchanges and course selection