

CGSC 1001 **A** and **T**: Fall 2019

Mysteries of the Mind Syllabus

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Basics

Fall 2019, Tuesdays and Thursdays, 1:05pm to 2:25pm, September 5 to December 5

Location: Southam Hall Theatre B

Course title: **Mysteries of the Mind**

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

Course number (including section letter): **CGSC 1001a, CGSC 1001t**

(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

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:

TBD

SONA (extra credit) issues will not be dealt with by the cognitive science undergraduate administrator, not the TAs.

Instead contact Melissa Lett MelissaLett@cunet.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 University OnLine (CUOL) Basics

Information and Assistance

CUOL website: www.carleton.ca/cuol

Video On Demand login page: <https://vod.cuol.ca/vod>

CUOL Student Centre: D299 Loeb, 613-520-4055

Email: cuol@carleton.ca (general information)

Email: vod@carleton.ca (Video On Demand support and questions)

Accessing Lectures

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

Lectures are streamed live here: <https://vod.cuol.ca/stream/sa-thb> .

Lectures will also be shown on the CUOL Web Channel <https://vod.cuol.ca/stream/web-channel> . The Term Airing Schedule will be available on this webpage by around the beginning of class.

- CUOL [live stream](#) of the class as it is held on-campus. To find the room and the time, go to the CUOL [course list page](#) and select your course. The information will be in the course description page.
- Video-On-Demand - online streaming/downloading of available lectures at any time (\$50 fee applies per course per term). To register, add the Video On Demand section to your current registration. See <http://carleton.ca/cuol/registration/> for more information on registering in Video On Demand, The day after you register in the Video On Demand service, log in [here](#) to view your lectures using your CuLearn login and password.
- CUOL Student Centre, D299 Loeb: free Viewing Kiosks where you can view lectures anytime. Open 24/7! Bring your own headphones.
- Pay per Lecture – online rental of individual lectures, fee applies

Students in the online section of CGSC 1001 please note: t and v section students watch videos online. As a t or v section student you still have to pay extra to be able to download the videos.

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

They do not appear online immediately after they happen in class because CUOL needs to process them a bit first. You might want to watch them live, though (see bullet point 1 above) to participate in the polling system that I use. All the in-class section students come at the beginning of the semester, but after a few weeks there are empty seats, and as long as you're not taking a seat from an in-class section student (who can't watch the videos) I don't mind if you come sit in the class.

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
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 Institute of Cognitive Science (ICS) experiment. Participation in these activities is optional. For more information about how to participate in ICS experiments, go to the ICS 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** 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. **Dates for the Fall 2019 term will be posted when available.** To see the complete Learning Support Workshop schedule, please visit mySuccess via Carleton Central. You can also view your CSAS Workshop attendance history at any time by logging into mySuccess.

In addition to the CSAS Learning Support Workshops hosted on campus, CSAS offers several online workshops. If you are interested in participating in an online workshop, you can enroll through the CSAS website: carleton.ca/csas. Please also remember to review the Incentive Program participation policies here: carleton.ca/csas/incentive-program/.

If you have any questions related to the Incentive Program or the Learning Support Workshops, 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 5:30 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>

<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.

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.

1. [**The Man Who Mistook His Wife For A Hat**](#) by Oliver Sacks
2. [**Riveted: The Science of Why Jokes Make Us Laugh, Movies Make Us Cry, and Religion Makes Us Feel One with the Universe**](#) 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. 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/](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 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.	The examples are described but show errors or poor reasoning	Not all examples are described	The examples are missing
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 decent detail but might have factual errors.	The transfer shows misunderstandings or is not described in a way that makes it clear.	It is not clear how the base knowledge helps us understand the target.	The transfer is missing.
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 paragraphs don't make coherent points	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	Minimal errors.	A few errors.	Minimal care was taken to remove errors.	Probably was not proofread	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://libanswers.snhu.edu/faq/86723>

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.

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 Neuroscience of Fear
- The Neuroscience of Joy
- The Psychology of Fear
- The Psychology of Joy
- Sexual Selection in Evolution
- The Gut brain
- Artificial Selection in Evolution

Rubric for Term paper

	25 points	20 points	15 points	10 points	5 points
Research Completeness	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	Many citations from the past few years, or good explanation of why not in the comments section	A few too many dated references	Information presented as correct that actually has been overturned	Minimal effort put into search of recent literature	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 citation	Minimal errors.	A few errors.	Minimal care was taken to remove errors.	Probably was not proofread	Errors make paper hard to read.

What Happens When (Schedule)

Thu Sep 05	Introduction to Class	
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Tue Sep 10	Learning, Memory, Representation	
Thu Sep 12	How to Write the Essay	By Katie Bryant
Tue Sep 17	Perception	
Thu Sep 19	Music Cognition	By Roxana-Maria Barbu
Tue Sep 24	The Fields of Cognitive Science	
Thu Sep 26	How Cognitive Science Can Help You Get Through School + Learning Disabilities	Writing assignment due (at 11:55pm) if you're reading <i>The Man Who Mistook His Wife For a Hat</i>
Tue Oct 01	The Cognitive Level	
Thu Oct 03	Language and Communication	
Fri Oct 11	Quiz 1	7:00pm covering lectures up to and including How Cognitive Science Can help you get through...
Mon Oct 14	Quiz 1 (alternate time)	6:00am
Tue Oct 08	Cognitive Development	
Thu Oct 10	Cognitive Development	
Tue Oct 15	Evolutionary Psychology	
Thu Oct 17	Morality	
Tue Oct 22	Fall break	No class
Thu Oct 24	Fall break	No class
Tue Oct 29	Cognitive Biases	
Thu Oct 31	Dreaming	
Fri Nov 01	Quiz 2	7:00pm, covering lectures up to and including Morality
Mon Nov 04	Quiz 2 (alternate time)	6:00am
Tue Nov 05	Watch Memento	
Thu Nov 07	Watch Memento (Jim away)	
Tue Nov 12	Cognitive Science in Film	

Thu Nov 14	Myths of Cognitive Science	
Tue Nov 19	Religion	
Thu Nov 21	Imagination	Writing assignment due (at 11:55pm) if you're reading <i>Riveted</i>
Fri Nov 22	Quiz 3	7:00pm, covering lectures up to and including Myths of Cognitive Science
Mon Nov 25	Quiz 3	6:00am
Tue Nov 26	Consciousness	
Thu Nov 28	Evolution of Intelligence	
Tue Dec 03	Cognitive Science and the Real World	
Thu Dec 05	History, Present, and Future	Writing assignment due (at 11:55pm) if you're reading <i>The Organized Mind</i>
TBA	Final Quiz 4 TBA	

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