

## Course Outline

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<b>COURSE:</b>	<b>LAWS 2302 C – Criminal Law</b>
<b>TERM:</b>	<b>FALL 2024</b>
<b>PREREQUISITES:</b>	<b>LAWS 1001 and LAWS 1002</b>
<b>CLASS:</b>	<b>Day &amp; Time:</b> Please check Carleton Central for current Class Schedule. As of August 26, 2024 the lectures are scheduled on Tuesdays at 6:05 - 8:55 PM, via Zoom, to be taught ASYNCHRONOUSLY. <sup>1</sup>
	<b>Room:</b> Please check Carleton Central for current Class Schedule. This course will be taught on average once per week via Zoom, asynchronously, but days and times will vary depending on the instructor's court schedule any given week. Advance notice will be given so that students may join the lecture and participate by Zoom. All lectures will be recorded and posted to Brightspace.
<b>INSTRUCTOR: (CONTRACT)</b>	John HALE, B.Sc., LL.B., B.C.L., member of the Bars of Ontario and the Northwest Territories
<b>CONTACT:</b>	<b>Office Hrs:</b> There are no set office hours. Meetings with students can be conducted by phone or by Zoom.
	Our teaching assistants can be reached by email: <ul style="list-style-type: none"><li>- Students last name A-E: Olga KYRLENKO, <a href="mailto:olgakyrlyenko@cmail.carleton.ca">olgakyrlyenko@cmail.carleton.ca</a></li><li>- Students last name F-Z: Kayla PRYSTANSKI, <a href="mailto:kaylaprystanski@cmail.carleton.ca">kaylaprystanski@cmail.carleton.ca</a></li></ul>
	<b>Telephone:</b> 613.290.5247 (cell) <b>Email:</b> <a href="mailto:JohnHale@cunet.carleton.ca">JohnHale@cunet.carleton.ca</a>
<b>BRIGHTSPACE</b>	<a href="https://brightspace.carleton.ca/d2l/home/290239">https://brightspace.carleton.ca/d2l/home/290239</a>

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### **CALENDAR COURSE DESCRIPTION**

The legal and social dimensions of criminal liability and responsibility in Canada, including issues and problems surrounding *mens rea*, *actus reus*, and the attachment of liability. Excuses and justifications, the Canadian *Criminal Code* and the role of the *Charter* in the criminal legal system.

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<sup>1</sup> In the course description the course is listed as “combined synchronous/asynchronous”. To be clear, students will never be required to attend a lecture; the intention was simply to indicate that sometimes the lecture will be delivered at the scheduled time.

## **COURSE DESCRIPTION**

It is only fair to set out the instructor's bias at the outset of the course. The course is taught by a practising criminal defence lawyer (since 1989) who agrees with the following:

- (1) the paramountcy and necessity of the Rule of Law;
- (2) the notion that a person is presumed to be innocent of any criminal wrongdoing, subject to a guilty plea or unless proven guilty beyond a reasonable doubt, on the basis of probative and relevant evidence that is legally admissible, and following a trial which accords with the principles of fundamental justice and with the provisions of the *Charter of Rights*, and with the procedures set out in the *Criminal Code* and other legislation;
- (3) the statement that the Canadian criminal justice system, despite its identifiable flaws, is fundamentally sound at least in theory, and that the flaws within the system are attributable to individuals within the system at least as often as they are attributable to the system's inherent structural flaws and limitations.

The course is practice-oriented rather than theory-oriented. The instructor, recognizing his innumerable yet still growing number of limitations, tends to de-emphasize the "sociology" aspect of the course that is emphasized in some other sections, and is inclined to treat the course as a "law school course". (In fact our textbook is used by several law schools for their first-year Criminal Law courses.) The instructor's objective is to instill in the students a solid understanding of basic criminal law concepts, including the essential elements of crimes (*actus reus* and *mens rea*), the burden of proof, and the more common defences to criminal charges.

Discussion of these concepts will inevitably include discussions of the social policies that led to the creation of various offences, defences, and procedural rules, but the approach is generally pragmatic. It is the instructor's ultimate objective that students be informed about the workings of the criminal justice system in Canada, with all its strengths and deficiencies, and that students who wish to criticize or defend the criminal justice system do so on the basis of facts rather than on gut feeling and anecdotal evidence.

There are two required texts for this course.

The first required text is *Learning Canadian Criminal Law* by Stuart, Coughlan and Dufraimont. This text is intended for use by first-year law school students. Please buy the 16<sup>th</sup> edition (2024), as the 15<sup>th</sup> edition (2018) is somewhat out-of-date. You should have no difficulty selling your used copy after the course is over, as it will be used in my Winter 2025 section of the same course and is also used in law schools. This edition will be current for three years, until the 17<sup>th</sup> edition comes out in 2027 (assuming the 3-year schedule continues).

The second required text is any version of the *Criminal Code*. Avoid buying older used *Criminal Codes*, as significant amendments in November 2019 render old *Codes* somewhat obsolete:

the current edition is 2025 (released August 2024), although a 2024 *Code* should be satisfactory. I have asked the the Carleton University Bookstore to order the *Martin's Annotated Criminal Code 2025, Student Edition*, but if you can find another Code that will be fine. You can also download the *Criminal Code* and related statutes from the Justice Canada website as a PDF.

A schedule of planned topics is set out below. I am providing the readings from the 15<sup>th</sup> edition, as well as from the 14<sup>th</sup> and 13<sup>th</sup> editions, which you will find useful if you buy a used copy of the textbook. I am still waiting for my own copy of the text, so I will update the readings as soon as I get a chance. There may be changes to the schedule, as some topics may take more or less time to discuss than foreseen at present; the accuracy of the schedule will also depend on the release of new decisions from the Supreme Court of Canada and lower courts, and also on questions asked by the class. Unless otherwise advised, students are responsible for doing the readings in the order set out on the Course Outline.

If you do not buy the textbook, which is largely a collection of case excerpts, you will be expected to read cases which I will upload as PDFs or Word documents to Brightspace before each lecture. Given the volume of readings expected of you, and the complexity of the material, you are strongly advised to avoid the temptation to save up the readings until the final days before the quizzes. Experience has shown that such a strategy monumentally backfires in the vast majority of cases. Keep up with the readings from the very beginning of the course and you will find the course material to be engaging, thought provoking and easily digestible; wait a few lectures and you will find the prospect unpleasantly daunting. It is best to do the readings before the lecture, rather than after, as I really want you to be personally familiar with the cases and not just take my word on what they say.

The lecture notes and slides will be posted prior to each lecture on the Brightspace course website. Resources such as cases and statistics, as well as sample exams, will also be posted.

Even though lecture notes and slides are being posted weekly, and the exams are open-book, I strongly encourage you to participate in the lectures whenever possible. The material that we are covering is best understood from hearing it explained and ideally by discussing it, not just reading about it. I would also much prefer to engage in discussion with students, and answer questions, than just talk to my computer screen for 3 hours.

I hope that you enjoy the course, and I look forward to hearing from you as we go along. Course-content-related questions sent to me by e-mail may be answered to the class as a whole so that all students have the same information.

### **REQUIRED TEXTS**

Don Stuart, Steve Coughlan and Lisa Dufraimont, *Learning Canadian Criminal Law (16<sup>th</sup> Edition)* (Thomson/Reuters / Éditions Yvon Blais, 2024)

*Martin's Annotated Criminal Code 2025 (Student Edition)* (Thomson Reuters 2024).

**OTHER CRIMINAL  
CODE OPTIONS**

*Pocket Criminal Code 2025* (Thomson Reuters, 2024) OR

*Tremeeear's Annotated Criminal Code 2025* (Thomson Reuters, 2024) OR

The (unannotated) *Criminal Code* is available as a free downloadable PDF at the Justice Canada website: <https://laws-lois.justice.gc.ca/PDF/C-46.pdf>

**EVALUATION**

Standing in a course is determined by the course instructor subject to the approval of the Department and of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Department and the Dean.

**Quizzes:** There will be four 3-hour quizzes, each covering 3 lectures. You will have a window of roughly 4.5 days in which to write each 3-hour quiz. In other words, you can start the quiz at any time during the 3-day window; once you start you will have 3 hours to complete the quiz (except for students who have been approved for extra time by the Paul Menton Centre). The quizzes will take place as follows:

- September 25 12:00 PM to September 29 11:00 PM: covers Lectures 1-3 (as taught)
- October 16 12:00 PM to October 20 11:00 PM: covers Lectures 4-6 (as taught)
- November 13 12:00 PM to November 17 11:00 PM: covers Lectures 7-9 (as taught)
- The fourth quiz, which covers the final 3 lectures (as taught), will be done during the final exam period (December 9-21); the specific date will be announced later in the term, but the quiz will be the same format as the first 3 quizzes and will be done online on Brightspace.

The quizzes will be weighted as follows:

The first 3 quizzes will be weighted as follows: the quiz on which you get your lowest mark will be worth 10% of your final grade; the other three quizzes will be worth 30% each.

**All components must be completed as individual work, You may not reuse more than 20% of any work prepared for another course.**

**All components must be successfully completed to get a passing grade in the course.**

**Artificial Intelligence tools may be used only as authorized. See my Statement on Artificial Intelligence at the end of this Outline.**

**LATE PENALTIES AND REQUESTS FOR EXTENSIONS**

The granting of extensions is determined by the instructor, who will confirm whether an extension is granted and the length of the extension. For requests for short-term extensions, please complete the

form at the following link and submit it to the instructor prior to the assignment due date: <https://carleton.ca/registrar/academic-consideration-coursework-form/>.

Final exam deferrals must be applied for at the Registrar's Office. Please view the following link for more information and how to apply for a deferral: <https://carleton.ca/registrar/deferral/>

For more information regarding academic consideration for short-term incapacitation (illness, injury, or extraordinary circumstances beyond a student's control), please visit the following link: <https://students.carleton.ca/course-outline/#academic-consideration-for-short-term-incapacitation>

### **Fall 2024 Sessional Dates and University Closures**

<b>September 4, 2024</b>	<b>Fall term begins</b>
<b>October 14, 2024</b>	<b>Statutory holiday, University closed</b>
<b>October 21-25, 2024</b>	<b>Fall Break, no classes</b>
<b>December 6, 2024</b>	<b>Fall Term ends; classes follow Monday schedule</b>
<b>December 9-21, 2024</b>	<b>Formally scheduled final exams</b>

### **SCHEDULE OF READINGS AND TOPICS**

Please see below for a tentative schedule of what will be covered in each lecture, along with the related readings.

<b><u>Class No.</u></b>	<b><u>Readings<sup>2</sup></u></b>	<b><u>Topic(s)</u></b>
<b>1</b> September 10	143-148; <b>81-84</b> ; (74-78)  148-165, 172-176;	<b>I. Introduction and Overview</b> (1) Administrative matters (2) Expectations (instructor's and students') (3) Analysis: Approaches to defining "crimes". (4) Briefing a case  <b>II. Criminal Procedure in a Nutshell</b> A. Classification of offences B. Court structure in Ontario – overview; appeals C. Compelling attendance in Court D. Bail E. Pre-Trial procedures

<sup>2</sup> All readings are from Stuart and Coughlan, *Learning Canadian Criminal Law*. The first set of page numbers (not bold) are pages in the 15<sup>th</sup> Edition; the second set – **in bold** - is from the 14<sup>th</sup> Edition. The third set (in parentheses) is from the 13<sup>th</sup> Edition. Once I have the 16<sup>th</sup> edition I will update the readings with pages from that edition, and at the same time remove references to the 13<sup>th</sup> edition.

<u>Class No.</u>	<u>Readings<sup>2</sup></u>	<u>Topic(s)</u>
	<b>84-102, 109-112;</b> (78-98, 105-108)	F. Trial procedure, including the burden of proof
<b>2</b> September 17	195-253; <b>177-258;</b> (169-248)	<b>III. Elements of an Offence</b> A. The "Voluntary Act" Requirement ( <i>actus reus</i> ) 1) Introduction 2) " <i>Actus reus</i> " = [voluntary] activity, circumstances and consequences 3) Commission of an unlawful act
<b>3</b> September 24	253-270; <b>258-297;</b> (248-287) 270-282; <b>297-313;</b> (287-303) 282-320; <b>313-358;</b> (303-348)	4) Omissions 5) Voluntariness 6) Causation
September 25-29		<b>Quiz #1</b> Covers Lectures 1-3 (as taught)
<b>4</b> October 1	321-323; <b>359-361;</b> (349-351) 323-329; <b>361-367;</b> (351-357)  329-378; <b>367-424;</b> (357-414)	B. The Fault Requirement ( <i>mens rea</i> or negligence) 1) Introduction  2) Subjective/objective distinction  3) Public welfare offences
<b>5</b> October 8	379-420; <b>424-471;</b> (414-461) 421-422; <b>471-472;</b> (461-462)  422-458; <b>473-509;</b> (462-499)  458-499; <b>509-555;</b> (499-542) 499-519; <b>555-579;</b> (542-566)	4) Crimes i. Murder and the <i>Charter</i> ii. Subjective awareness rarely required  5) 3 types of crime since <i>Creighton</i> i. Crimes requiring subjective awareness  ii. Crimes of objective fault  iii. Crimes based on predicate offences

<b><u>Class No.</u></b>	<b><u>Readings<sup>2</sup></u></b>	<b><u>Topic(s)</u></b>
<b>6</b> October 15	955-984; <b>1079-1109</b> ; (1045-75) 985-1003; <b>1111-1135</b> ; (1077-1101)	C. Parties to a Crime  D. Inchoate Crimes (1) Attempts
October 16-20		<b><u>Quiz #2</u></b> Covers Lectures 4-6 (as taught)
October 21-25	FALL BREAK	NO CLASSES
<b>7</b> October 29	1003-9; <b>1135-49</b> ; (1101-19) 1009-24; <b>1149-65</b> ; (1119-31)  525-540; <b>589-621</b> ; (575-606)  541-624; <b>621-724</b> ; (606-698)	(2) Conspiracy  (3) Counseling  <b>IV. Rape and Sexual Assault</b> A. Lack of consent (review) B. Rape laws  C. Crimes of Sexual Assault
<b>8</b> November 5	625-641; <b>725-747</b> ; (699-721) 641-668; <b>747-776</b> ; (721-755)  Part XX.1 C.C. 670-699; <b>778-806</b> ; (757-785)	<b>V. True Defences</b> A. Mistake 1. Mistake of fact 2. Mistake of law  B. Incapacity and Impairment 1. Insanity / Mental Disorder (a) Statutory provisions  D. Jurisprudence
<b>9</b> November 12	699-747; <b>806-867</b> ; (785-847) 747-796; <b>867-925</b> ; (848-893)	2. Automatism (b) Intoxication
November 13-17		<b><u>Quiz #3</u></b>  3. Covers Lectures 7-9 (as taught)
<b>10</b> November 19	797-804; <b>927-933</b> ; (895-900) 804-836; <b>933-957</b> ; (901-920)	<b>VI. JUSTIFICATIONS AND EXCUSES</b> A. Introduction / Air of reality  B. Defence of Person Defence of Property

<u>Class No.</u>	<u>Readings<sup>2</sup></u>	<u>Topic(s)</u>
	836-838; <b>957-959</b> ; (920-925)	
<b>11</b> November 26	838-864; <b>959-985</b> ; (925-951) 864-900; <b>986-1022</b> ; (951-986)	C. Necessity  D. Duress
<b>12</b> December 3	900-933; <b>1022-49</b> ; (986-1016)  934-954; <b>1056-77</b> ; (1023-43)  16-18, 48-54; <b>1198-1203</b> ; (1164-1168)	E. Provocation  <b>VII. POLICY DEFENCES</b> A. <i>Entrapment</i>  <b>VIII. SPECIAL TOPIC (TIME PERMITTING)</b> A. <i>Sentencing of Indigenous Offenders: The Impact of R. v. Gladue and R. v. Ipelee</i>  F. EXAM REVIEW
December 9-21 (specific date TBD)		<b>QUIZ #4</b> Covers Lectures 10-12 (as taught)

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## **DEPARTMENT POLICIES AND REGULATIONS**

Please review the following webpage to ensure that your practices meet our Department's expectations, particularly regarding standard departmental protocols and academic integrity requirements: <https://carleton.ca/law/student-experience-resources/>.

## **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, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- 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.

### **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. For more information, please consult <https://wellness.carleton.ca/>

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/>

- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

### **ACADEMIC ACCOMMODATIONS**

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website ([students.carleton.ca/course-outline](https://students.carleton.ca/course-outline)).

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows.

### **Pregnancy Obligation and Family-Status Related Accommodations**

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 about the accommodation policy, visit the [Equity and Inclusive Communities \(EIC\)](#) website.

### **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, please go to: <https://carleton.ca/equity/focus/discrimination-harassment/religious-spiritual-observances/>.

### **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](mailto:pmc@carleton.ca) for a formal evaluation. You can find the Paul Menton Centre online at: <https://carleton.ca/pmc/>

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 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. Read more here: <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

For more information on academic accommodation, please visit: <https://students.carleton.ca/services/accommodation/>.

### **Academic Consideration for Medical and Other Extenuating Circumstances**

Due to medical and other extenuating circumstances, students may occasionally be unable to fulfill the academic requirements of their course(s) in a timely manner. The University supports the academic development of students and aims to provide a fair environment for students to succeed academically. Medical and/or other extenuating circumstances are circumstances that are beyond a student's control, have a significant impact on the student's capacity to meet their academic obligations, and could not have reasonably been prevented.

Students must contact the instructor(s) as soon as possible, and normally no later than 24 hours after the submission deadline for course deliverables. If not satisfied with the instructor's decision, students can conduct an "informal appeal" to the Chair of the department within three (3) working days of an instructor's decision. We have created a webform specifically for appeals to the Chair, which can be found here: <https://carleton.ca/law/application-for-review-of-refusal-to-provide-academic-consideration/>. *Note: This form only applies to LAWS courses and is not the same as a formal appeal of grade.* More information about the academic consideration can be found [here](#).

### **STATEMENT ON LEARNING, ASSIGNMENTS, AND ARTIFICIAL INTELLIGENCE**

(With thanks to Prof. Brettel Dawson for the following language)

Advances in the capacity of artificial intelligence models to retrieve information and present academic analysis are moving at exponential speed. We are in a phase of high disruption for university assignments. Professors, including me, are engaged in a process of re-designing (and realigning) evaluation methods to assess relevant student knowledge and understanding. We are also trying to sort how to help you generate benefits from AI and minimize the risks that it poses in your academic work. There's a quote that stands out for me in this regard, "used well, [artificial intelligence] tools can show students the wonders and responsibilities of acquiring and building powerful knowledge. It can assist rather than being in opposition to their learning."<sup>3</sup> In light of these thoughts, I do permit you to use AI in your work in this course, subject to

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<sup>3</sup> See "ChatGPT is the push higher education needs to rethink assessment", The Conversation, March 23, 2023, online at ChatGPT, <https://stuff.co.za/2023/03/13/chatgpt-is-the-push-higher-education-needs/#:~:text=We%20believe%20ChatGPT%20could%20be%20a%20powerful%20impetus,intelligence%20tools%20like%20chatbots%20in%20the%20world%20today>.

my observations and requirements as set out below.

### Observations on AI

- You need to have a conceptual grasp of the topics you are exploring to be able to craft effective search (prompt) strategies to use AI effectively and appropriately in academic work. It works best for topics you understand.
- You may find it useful to ask AI to rephrase academic writing or concepts into 'plain English' so you can understand it a bit more easily (e.g, ask for definitions). But note: AI can change words and meanings that matter in quoted passages. There is no shortcut for learning!
- AI may help you develop your understanding of the subject area. Check out a new tutorial tool: [www.aitutorpro.ca](http://www.aitutorpro.ca) It looks great!
- You may (and likely already do) use something like Grammarly to check (proof) your writing.

### When doing quizzes:

- Do not trust anything AI gives you. If it gives you a number or fact, assume it is wrong unless you either know the answer or can check with another source. AI tools can and do fabricate ('hallucinate') in their responses.
- When doing assignments, you should read suggested articles before you head to AI to ask it to summarize, as AI will begin to shape your research path and understanding. The key is to try to remain 'independent' of what AI produces for you.
- AI may help you broaden your understanding of area relevant to your paper but this is only complementary to and not a substitute for researching scholarly sources/articles.
- AI is not reliable as a research tool for sources. Some tools like Bing and Perplexity AI, give a list of consulted sources. But, overall, it remains opaque to me how AI tools select/give sources. There is no guarantee that they are the best quality or most on point. They are certainly not comprehensive! For example, Perplexity.ai gives only a few sources for prompts and follow-ups if you are using free access. Even with a paid account and more sources, the opaqueness remains. Use the library (Omni tool) and traditional research methods to locate relevant scholarly sources for you work and ensure that you are using peer-reviewed sources.

### General Requirements on AI use

- Your actual, submitted work - or any part of it - may not be generated by AI even if you do some editing on the content.
- You are required in this course to include an Appendix in all written work which contains an account of your use of AI and also your research process without AI.
- If you want to rely on/build from/present aspects of answers as generated from AI you must verify by using traditional research methods. You must include a note in any work using AI about how you have done this verification. You are fully responsible for any errors or omissions in your work arising from the use of AI.
- When considering AI responses, you must ask the tool you are using for the sources it has used and follow-up what it gives you. AI still fabricates completely false citations to

non-existent sources. I will likely know the field well enough to raise my eyebrows and catch you out if you put fake stuff into your work.

- You must assess the quality and relevance of sources being used by the AI you access. You should make a note in your work about how you have done this.

### Final comments on AI use in Laws 2302

Given the nature of evaluation in this course, where you will be doing quizzes based on lectures and readings, AI will be of limited use to you and will be easily spotted if you use it. I expect that AI will provide you with answers that go well outside the course material, so you could well end up spending a great deal of time trying to scrub your AI-generated answer of anything that looks like you did separate research outside what we talked about in class.

Quizzes will be a blend of different types of questions: Multiple choice, True/False, short answer, and short essay. AI would only be of assistance on short essay questions, but would be of limited help on the quizzes that I set.