

PSYC*3270, Course Outline: Fall 2024

General Information

Course Title:

Cognitive Neuroscience

Course Description:

This course provides an overview of the neural processes that support cognitive abilities such as attention, perception, memory, emotion, and reasoning. An emphasis is placed on primary research with the goals of revealing the types of methods that cognitive neuroscientists use, and types of questions that they ask, as they try to understand the relationship between our minds and brains.

Credit Weight:

0.5

Academic Department (or campus):

Psychology

Semester Offering:

Fall 2024

Class Schedule and Location:

Class Time: Tuesdays & Thursdays 4:00 pm – 5:20 pm

Class Location: ALEX 200

Instructor Information

Instructor Name: Dr. Laurie A. Manwell

Copyright © 2024 Laurie A. Manwell

Instructor Email: lmanwell@uoguelph.ca

Note: Only emails received from an official University account (@uoguelph.ca) will be opened and answered

Office hours: After class

GTA Information (TBA)

GTA Name:

GTA Email:

Office location and office hours:

GTA Name:

GTA Email:

Office location and office hours:

Course Resources

Required Resources:

Eagleman, D. (2015). *The brain: The story of you*. Vintage Books, United States.

Gazzaniga, M.S., Ivry, R.B., Mangun, G.R. (2019). *Cognitive neuroscience: The biology of the mind (5th edition)*. W.W. Norton & Company, New York.

Optional Resources:

American Psychological Association. (2020). *Publication manual of the American Psychological Association (7th edition)*. Washington, D.C.: American Psychological Association.

Course Content

Specific Learning Outcomes: By the end of this course students should be able to:

1. Demonstrate competence with identifying and explaining the basic anatomy and physiology of the brain, including fundamental terminology and knowledge of how the brain's structure and function are interrelated to produce cognition, emotion, and some behaviour.
2. Describe and explain the various mechanisms by which the brain interprets and responds to its external and internal environments and gives rise to specific phenomena, including perception, attention, learning, memory, emotion, language, social cognition, and reasoning.
3. Describe common concepts and processes that are foundational to understanding the relationship between the brain and cognition and behaviour, including the organization of simple and complex systems (i.e., stimulus, sensor, input signal, integrating centre, output signal, target, response) that produce both basic reflexes and more complex emergent phenomena such as reasoning and action.
4. Students will develop scientific literacy and an understanding of the fundamental relationships between theory, hypothesis, methodology, evidence and alternative explanations in the study of cognitive neuroscience and consider various practical applications of primary research in everyday life.
5. Demonstrate transferrable skills essential for academic, personal, and career success, including critical analysis, knowledge synthesis and application, interpersonal and team collaboration, oral and written communication skills, and autonomous life-long learning skills (e.g., self-driven direction, motivation, monitoring, regulation, assessment, and reflection).

Course Assignments and Tests:

[Course Outline Guidelines: Checklist](#)

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Participation Assignment 1	Week 2 - Sept. 10	5	1-5
Participation Assignment 2	Week 12 – Nov. 21	5	1-5
Participation Assignment 3	Week 13 - Nov. 26	5	1-5
Research Essay	Week 13 - Nov. 28	15	2-5
Midterm Test 1	Week 5 - Oct. 1	20	1-4
Midterm Test 2	Week 9 - Oct. 31	20	1-4
Final Exam	Week 14 – Dec. 7	30	1-4

SCHEDULE OF TOPICS

Class	Topics	Required Readings
WK1: Sept. 5	- Course Introduction / Syllabus Review - Schedule of Topics and Top 5 Goals	- Syllabus
WK2: Sept. 10	- Key Questions for Cognitive Neuroscience Research - What is Your Brain's Story? - Learning Strategies For Neuroscience Study - Participation Assignment 1: 5%*	- Eagleman (2015) Ch. 1
WK2: Sept. 12	- Brief History of Cognitive Neuroscience	- Gazzaniga et al. (2019) Ch. 1
WK3: Sept. 17	- Structure and Function of the Nervous System	- Gazzaniga et al. (2019) Ch. 2
WK3: Sept. 19	- Structure and Function of the Nervous System	- Gazzaniga et al. (2019) Ch. 2
WK4: Sept. 24	- Methods of Cognitive Neuroscience	- Gazzaniga et al. (2019) Ch. 3
WK4: Sept. 26	- Experience, Reality, and Plato's Cave	- Eagleman (2015) Ch. 2
WK5: Oct. 1	- Midterm Test 1: 20%*	
WK5: Oct. 3	- Sensation, Perception, and Action	- Gazzaniga et al. (2019) Ch. 5 & 8
WK6: Oct. 8	- Sensation, Perception, and Action	- Gazzaniga et al. (2019) Ch. 5 & 8
WK6: Oct. 10	- Sensation, Perception, and Action	- Gazzaniga et al. (2019) Ch. 5 & 8
WK7: Oct. 15	<i>Fall Study Break – No Class</i>	
WK7: Oct. 17	<i>Independent Study Time for Research Essay – No Class</i>	
WK8: Oct. 22	- Consciousness: Is there an Agent in the Machine?	- Eagleman (2015) Ch. 3
WK8: Oct. 24	- The Consciousness Problem	- Gazzaniga et al. (2019) Ch. 14
WK9: Oct. 29	- Mental Time Travel and Decision Making	- Eagleman (2015) Ch. 4
WK9: Oct. 31	- Midterm Test 2: 20%*	
WK10: Nov. 5	- Attention and Memory: What Makes Us Who We Are	- Gazzaniga et al. (2015) Ch. 7 & 9
WK10: Nov. 7	- Attention and Memory: What Makes Us Who We Are	- Gazzaniga et al. (2015) Ch. 7 & 9
WK11: Nov. 12	- Attention and Memory: What Makes Us Who We Are	- Gazzaniga et al. (2015) Ch. 7 & 9
WK11: Nov. 14	- Emotion: Motivation and Control	- Gazzaniga et al. (2015) Ch. 10
WK12: Nov. 19	- Language: Modes of Communication	- Gazzaniga et al. (2015) Ch. 11
WK12: Nov. 21	- Social Bonds and the Brain: Do We Need Each Other? - Participation Assignment 2: 5%*	- Eagleman (2015) Ch. 5
WK13: Nov. 26	- Volitional Evolution of the Human Brain - Participation Assignment 3: 5%*	- Eagleman (2015) Ch. 6
WK13: Nov. 28	- Research Essay: 15% - Make-up Class or Independent Study	
WK14-15 Dec. 7: 2:30-4:30 pm	- Final exam: 30% on Weeks 1 to 13**	<i>Enjoy the winter break! ☺</i>

***Participation Assignments and Midterm Tests:** All requests for consideration of missed participation assignments and midterm tests must be accompanied with the appropriate documentation (i.e., Illness Self-Declaration Form) supporting a legitimate reason (i.e., illness or other emergency) and must be submitted within 24 hours after the missed assignment or midterm. If granted, the weight of the participation assignment (5%) or midterm (20%) will be transferred to the comprehensive final exam (e.g., now worth 35% or 50%).

****Final Exam:** Final exam period for Fall 2024 semester is Dec. 2-13. Students are advised not to make travel commitments during this time. Final exam is cumulative of Weeks 1-13 with an emphasis on Weeks 10-13.

Additional Notes for Formal Assessments:

The purpose of this course is to engage students in an overview of key concepts, empirical approaches and theoretical perspectives in cognitive neuroscience and critically examine their significance and impact on society. Engagement and critical analysis are core components of this course; thus, there will be a significant amount of reading, writing, and discussion required to analyze these ideas.

Course Requirements for Final Grade:

- 1) **Midterm Tests: 2 x 20%**
 - Weeks 5 and 9: Multiple choice and/or short answer
- 2) **In-Class Participation Assignments: 15%**
 - Weeks 2, 12, & 13: Written assignments in-class for a total of 3 x 5% of the final grade
- 3) **Research Essay: 15%**
 - Final paper due: Nov. 23 @ 11:59 pm (Dropbox) (No extensions; No exceptions)
- 4) **Final Exam: 30%**
 - Dec. 7 from 2:30 to 4:30 pm: Multiple choice and/or short answer

Class Attendance, Participation, and Professionalism:

Each week students are expected to participate fully and in a professional manner; for example, reviewing assigned readings, offering and challenging ideas, asking questions and demonstrating interest and respect towards peers and their ideas. Material covered in this course is conceptually difficult, highly technical, and often quite different from everyday language for talking about the relationship between the brain and mind. Your final mark will be based upon quizzes and assignments in class. Consequently, regular class attendance is strongly recommended and expected. Computers and other electronic devices are permitted in class ONLY for course-related work; any other use will be regarded as unprofessional and indicative of non-participation and graded accordingly. Students are to be respectful of and engage fully in the university learning environment as a place to demonstrate higher order thinking skills involving analysis, evaluation and synthesis of knowledge. If you miss a class, you are responsible for obtaining missed notes, announcements, or any other information relevant to the course, the assignments, or the exams from a classmate before the next class. It is not an instructor's responsibility to provide information presented in class because a student has missed one or, as is more often the case, several classes.

Participation Assignments: 3 x 5% = 15%

Throughout the semester, students will complete 3 scheduled in-class written assignments in Weeks 2, 12, and 13 which will account for a total of 15% of the final grade. To ensure that students are able to fully participate in the assignments, they are strongly encouraged to ensure that the following items are always with them when coming to class: pencils, pens, highlighter, and paper/notepad. Please note that these are **mandatory in-class assignments equivalent to scheduled tests** and will only be accepted at the end of the scheduled assignment (e.g., handing them in and leaving before the end of class will result in a mark of zero).

Midterm Tests: 2 x 20% = 40%

There will be two in-class midterm test from 4:00 pm to 5:20 pm in Weeks 5 and 9. The content will cover course readings and lecture material from the previous weeks only (e.g., since the previous test).

Final Exam: 30%

There will be a cumulative/comprehensive final exam covering the entire course with an emphasis on the material covered after the second midterm. The reason is to accommodate legitimately missed midterms of which the weight(s) will be transferred to the final exam (as approved on a case-by-case basis by instructor).

Research Essay: 15%

Students will independently explore a common theme throughout the course which is the idea that a better understanding of the relationship between the human brain and mind can help us decide our future as a species and create a better world for all of us to live in. This research essay is designed to engage students in critical analysis of the impact of a specific experiment, or related series of experiments, in cognitive neuroscience on society. Students must choose a primary scientific peer-reviewed research article cited in Eagleman (2015, p. 227 to 241) and create a thesis statement about the topic, provide a summary of the article, discuss the merits and limitations of the research, and explain its significance to society. For example, the research essay should answer the following prompts as demonstrated in the example* below:

- First, provide a proper introduction and clearly state the thesis of the essay in 1 to 2 sentences:
 - o e.g., “Active learning is associated with cognitive reserve which is known to be protective against neurodegenerative diseases like Alzheimer’s and related dementias. Therefore, schools should create more active learning activities to build up cognitive reserve in young students now to reduce the significant burden of disease on society from neurodegenerative disorders in the future.”
- Second, describe the key components of the primary scientific article that form the basis of your thesis, specifically highlighting how they relate to concepts covered in the course (e.g., quality of the research question and arguments, including the theory, sources, testing methodology, evidence, interpretation of the evidence, and strengths and weaknesses of the study; application of principles of cognitive neuroscience; ethical implications; etc...):
 - o e.g., Bennett et al.’s (2012) Religious Orders Study provides evidence to support the conclusion that higher levels of cognitive stimulation are related to slower development of

neuropathology and cognitive decline and could be used as a primary article here as it is cited in Eagleman (2015, p. 229)

- Third, summarize any other research that is relevant to the thesis:
 - o e.g., Manwell et al.'s (2022) model of the relationship between passive activities and increased risk of dementia would be a relevant recent study to discuss here
- Fourth, describe the significance of the theoretical and experimental findings in relation to the literature, course content, and their relevance to society today:
 - o e.g., Sociocultural changes surrounding the use of information technology are needed now to ensure that an increase in neurodegenerative disorders does not cripple healthcare and other social systems in the next few decades

In terms of technical requirements, students must include a *minimum* of 2 primary, 2 secondary, and 2 tertiary articles, the essay must be between 3-5 pages not including a title page or reference list (2.0 spaced, 12-pt Times Roman Font, 1" margins all around) and must be in APA (2020) style. REFER TO APPENDIX A FOR THE MARKING RUBRIC.

****Note: This example is NOT permitted to be used by students for their essay and, if used in any form at all, will result in an automatic mark of zero for the assignment.***

Please note the following very important points for your research essay:

- 1) Students MUST read the assignment instructions and marking rubric (attached) before submitting the report and be aware that they are fully responsible for any and all requirements outlined within it.
- 2) The paper must conform to the formatting requirements as outlined in the 7th Edition of the Publication Manual of the American Psychological Association (APA, 2020) including the following technical details:
 - Must be between 3 to 5 pages (non-inclusive of title page and reference list page), double spaced, 12-point Times New Roman font, and with normal 2.54 cm (1 inch) margins all around
- 3) Students are required to understand and comply with APA (2020) and University academic policies regarding plagiarism. **For example, plagiarism includes not providing in-text citations or providing incorrect or false citations, not properly paraphrasing text from other authors, using too many quotations rather than paraphrasing in your own words, and reusing your own or other students' work for an assignment.** Students should also note that aids such as Chat GPT are NOT permitted for this assignment. Below is a tutorial from the University on understanding plagiarism with examples that students should review and familiarize themselves with here:
 - <https://guides.lib.uoguelph.ca/c.php?g=129135&p=5002786>
- 4) Avoiding plagiarism includes providing APA (2020) formatted citations within the main body of the text. In-text citations MUST be provided for each statement of fact. This includes any information that you read in order to write your report and any information for which verification could be needed.
 - a. For example, as an expert in the neuroscience of addiction, I know many facts about drugs of abuse, how they affect the brain and behaviour, and their legal status. However, I would still have to provide in-text citations for those facts from the authors that I learned or sourced them from

(including my own published papers) so that readers could independently verify those facts. Students MUST also provide in-text citations for each fact presented.

- b. The APA Manual provides many examples of how to do this correctly. For example, it is NOT correct to simply cite an author at the end of a paragraph. Instead, one could cite an author at the beginning of a section and then make it explicitly clear which of the following sentences refer back to that author. When the source of the information changes, the citation must also change.
 - c. Any reports that fail to provide sufficient in-text references for statements of fact and/or claims made will be penalized according to the marking rubric. Failure to provide any in-text citations will automatically result in a mark of zero for plagiarism.
- 5) The Turn-It-In report is available for students to view so it is strongly recommended to do so. Here is a link to the University's tutorial on how to view your Turn-It-In score and report:
<https://support.opened.uoguelph.ca/instructors/courselink/tools/content/turnitin>
- 6) The assignment MUST be submitted in a Word doc (.doc or .docx) or PDF format only. Other file types will NOT be accepted and will result in an automatic mark of zero.
- 7) Students can submit revised versions if necessary until the deadline but only the MOST RECENT version will be marked.

Course Policies

Missed Classes/Assignments and Late Policy

In the event of a missed assignment or midterm test a mark of zero will be recorded. All requests for consideration of a missed midterm or participation assignment must be accompanied with the appropriate documentation supporting a legitimate reason (i.e., illness or other emergency) and must be submitted within 24 hours after the missed assessment and will be taken into consideration on a case-by-case basis. Medical notes will not normally be required for singular instances of academic consideration (e.g., the University's Illness Self-Declaration Form will be accepted on a one-time basis only), although students may be required to provide supporting documentation for multiple missed assessments or when involving a significant portion of a final grade (e.g., two missed midterms or assignments). However, requests for Academic Consideration may still require medical documentation as appropriate. Appropriate accommodations will be made at the Instructor's discretion. Travel plans are not a valid reason to miss a class or assignment and will result in a mark of "zero". The penalty for late assignments is 25% per day (including Saturday and Sunday) up to a maximum of 4 days after which a mark of zero will be applied.

Grading Policies

[Undergraduate Grading Procedures](#)

[Graduate Grade Interpretation](#)

Please note that these policies are binding unless academic consideration is given to an individual student.

Intellectual Property Rights of Instructor and Remote Learning Specific Information:

The educational materials developed for this course, including, but not limited to, lecture notes and slides, handout materials, examinations and assignments, and any materials posted to D2L, are the intellectual

property of the course instructor. These materials have been developed for student use only and they are not intended for wider dissemination and/or communication outside of a given course. Posting or providing unauthorized audio, video, or textual material of lecture content to third-party websites violates an instructor's intellectual property rights, and the Canadian Copyright Act. Recording lectures in any way is prohibited in this course unless specific permission has been granted by the instructor. Failure to follow these instructions may be in contravention of the university's Student Non-Academic Code of Conduct and/or Code of Academic Conduct, and will result in appropriate penalties. **Participation in this course constitutes an agreement by all parties to abide by the relevant University Policies, and to respect the intellectual property of others during and after their association with the University of Guelph.**

Guidelines for Technology use During Class and During Course:

Instructors are permitted to regulate use of technology for social communicative purposes. Students who require technology as an assistive device for learning can register with Student Accessibility Services.

Obligations of Instructor. Instructors are required to make explicit on course syllabi Guidelines for Technology use During Class and During Course Assessments and make explicit any consequences for inappropriate use of technology. The use of audio/or video recording devices during lecture is strictly prohibited. Please turn off all electronic devices at the start of class. Failure to do so can result in being asked to leave the classroom. Students are permitted to use laptops strictly for the purpose of note-taking. Use of laptops for reasons other than note-taking is strictly forbidden. Any behaviour that is disruptive to student learning in the classroom, including off-task use of technology, will not be tolerated and students will be asked to leave. Students who are asked to leave will be responsible for all material covered during their absence. **Use of visual or audio images.** Image, video, and audio recording of instructors or in -class activities are strictly prohibited without the prior written consent of the instructor, students, and/or Accessible Learning. **Use of technology during assessments.** Students may be permitted to use technological devices during assessments only under the direct and written permission, in advance of the exam or test date, of the course instructor or Accessible Learning. **Obligations of Students.** Students are encouraged to make informed decisions regarding technology use during class and assessment. Some devices are distracting during learning and can disrupt the learning of others. Off -task use of technology (e.g., communicating with friends/family; using social networking sites; playing games; accessing the internet on websites not related to the course; reading an electronic book that is not related to the course; playing music or video, etc.) during instruction which are distracting to self or others are prohibited. **Copyright.** The educational materials developed for this course, including, but not limited to, lecture notes and slides, handout materials, examinations and assignments, and any materials posted to Course Link, are the intellectual property of the course instructor. These materials have been developed for student use only and they are not intended for wider dissemination and/or communication outside of a given course. Posting or providing unauthorized audio, video, or textual material of lecture content to third-party websites violates an instructor's intellectual property rights, and the Canadian Copyright Act. Recording lectures in any way is prohibited in this course unless specific permission has been granted by the instructor. Failure to follow these instructions may be in contravention of the university's Code of Student Conduct and/or Code of Academic Conduct, and will result in appropriate penalties. **Participation in this course constitutes an agreement by all parties to abide by the relevant University Policies, and to respect the intellectual property of others during and after their association with the University of Guelph.**

Course Policy on Group Work:

Everyone has the right to learn, the responsibility not to deprive others of this right, and is accountable for one's actions. Please let the instructor know immediately if you have a problem that is preventing you from performing satisfactorily in this class. Each student and his/her success in this course is very important to me; please help me help you achieve your professional and personal goals for this course. Please consider the following for student success in the course:

- Attend all scheduled classes and arrive on time prepared with lecture notes.
- Electronic devices are restricted to class-related activities only and recordings are not permitted.
- Disruptive behaviour is not tolerated and students will be required to leave.

Course Policy Regarding Use of Electronic Devices and Recording of Lectures:

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

University Policies

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration:

[Academic Consideration, Appeals and Petitions](#)

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

[Academic Misconduct Policy](#)

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email accessibility@uoguelph.ca or the [Student Accessibility Services Website](#)

Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](#) .

Drop date

The last date to drop one-semester courses, without academic penalty, is Dec. 1, 2023. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).
[Current Undergraduate Calendar](#)

Additional Course Information

CourseLink and Turnitin:

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor. In this course, your instructor will be using Turnitin.com to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences. A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

Description of Grades: By now, you are probably familiar with the University's grading scheme:

A+	90-100%	C	63-66
A	85-89	C-	60-62
A-	80-84	D	57-59
B+	77-79	D-	50-52

B	73-76	F	0-49
B-	70-72		

80-100 (A) Excellent An outstanding performance in which the student demonstrates superior grasp of the subject matter and an ability to go beyond the given material in a critical and constructive manner. The student demonstrates a high degree of creativity and/or logical thinking, a superior ability to organize, to analyse and to integrate ideas, and a thorough familiarity with the relevant literature and techniques.

70-79 (B) Good A more than adequate performance in which the student demonstrates a thorough grasp of the subject matter, and an ability to organize and examine the material in a critical and constructive manner. The student demonstrates a good understanding of the relevant issues and a familiarity with the relevant literature and techniques.

60-69 (C) Satisfactory An adequate performance in which the student demonstrates a generally adequate grasp of the subject matter and a moderate ability to examine the material in a critical and constructive manner. The student displays an adequate understanding of the relevant issues, and a general familiarity with the relevant literature and techniques.

50-59 (D) Poor A barely adequate performance in which the student demonstrates a familiarity with the subject matter, but whose attempts to examine the material in a critical and constructive manner are only partially successful. The student displays some understanding of the relevant issues, and some familiarity with the relevant literature and techniques.

0-49 (F) Fail An inadequate performance.

Standard Statements - UNDERGRADUATE (AVPA office)

E-mail Communication

As per university regulations, all students are required to check their <mail.uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the undergraduate calendar for information on regulations and procedures for Academic Consideration.

Drop Date

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for Dropping Courses are available in the Undergraduate Calendar.

Copies of out-of-class assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student. When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway. Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability. Use of the SAS Exam Centre requires students to make a booking at least 7 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time. More information: www.uoguelph.ca/sas

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor. The Academic Misconduct Policy is detailed in the Undergraduate Calendar.

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

APPENDIX A

RESEARCH ESSAY: 15%

Content and Comprehension: /10

- 0-2: **Unacceptable.** Does not meet the minimum criteria for acceptable work. Does not demonstrate critical thinking skills, organization, interpretation of primary and/or secondary sources, and/or logical flow of ideas; no evidence-based arguments presented; did not follow APA (2020) guidelines; missing in-text references completely; used more than 5 lines of quoted text with quotation marks.
- 3-4: **Minimally acceptable.** Demonstrates limited writing skills, organization, interpretation of primary and secondary sources, and logical flow of ideas; some grammatical and/or spelling errors; follows some APA (2020) guidelines; missing many in-text citations for facts and claims (e.g., 5+ missing); used no more than 5 lines of quoted text with quotations marks.
- 5-6: **Acceptable.** Adequate writing skills, organization, interpretation of primary and secondary sources, and logical flow of ideas; demonstrates that student has read the assigned readings and other academic sources and applied the content and critical thinking principles to student work; few grammatical and/or spelling errors; follows most APA (2020) guidelines; missing a few in-text citations for facts and claims (e.g., less than 5 missing citations); used no more than 3 lines of quoted text with quotation marks.
- 7-8: **Well done.** More than adequate writing skills, organization, interpretation of primary and secondary sources, and logical flow of ideas; demonstrates the student has read the assigned readings and applied the content and critical thinking principles to student work; student uses evidence to support arguments as taught during lectures and according to assigned readings and/or other relevant and academic sources; no or almost no grammatical and/or spelling errors; follows all APA (2020) guidelines; not missing any in-text citations for facts and claims; used less than 3 lines of quoted text with quotation marks.
- 9-10: **Outstanding performance.** Student demonstrates superior writing skills, organization, interpretation of primary and secondary sources, and logical flow of ideas; student uses evidence to support arguments as taught during lecture and according to assigned readings and/or other relevant and academic sources; student engages the reader with insight, critical arguments, and novel and/or unique perspective; no grammatical or spelling errors; follows all APA (2020) guidelines; provided in-text citations for all facts and claims; less than 2 lines of quoted text with quotation marks or did not use any quotes.

Approach to Questions: /10

- 0-2: **Unacceptable.** Does not meet the minimum criteria for acceptable work. Does not demonstrate reflective and/or critical thinking skills; did not answer assigned essay questions.
- 3-4: **Minimally acceptable.** Demonstrates limited reflective and/or critical thinking skills; did not answer all the assigned essay questions.
- 5-6: **Acceptable.** Demonstrates adequate reflective and/or critical thinking skills; answered some of the essay questions and/or partially answered questions; incomplete evidence and arguments presented.
- 7-8: **Well done.** More than adequate reflective and/or critical thinking skills; partially answered all of the essay questions; supportive evidence and clear arguments presented.
- 9-10: **Outstanding performance.** Student demonstrates superior reflective and/or critical thinking skills; thoroughly answered all of the essay questions; strong evidence and balanced arguments presented; student engages reader topic and various perspectives; student takes a risk focusing on controversial and/or less well known information/positions.

References/Sources: /5

- 0-1: **Unacceptable.** Does not meet the minimum criteria for acceptable work. Sources are missing or not in proper APA (2020) format, incomplete, incorrect, or falsified.
- 1.5-2: **Minimally acceptable.** Primary/secondary/tertiary sources are missing, incomplete, or inadequate.
- 2.5-3: **Acceptable.** Primary/secondary/tertiary sources are complete, adequate at minimum requirements.
- 3.5-4: **Well done.** Primary/secondary/tertiary sources extend beyond the minimum requirements and are highly relevant, novel, and interesting, providing a unique perspective.
- 4.5-5: **Outstanding performance.** Primary/secondary/tertiary sources extend beyond the minimum requirements and are highly relevant, novel, challenging, thought-provoking, and compel the reader to re-evaluate their understanding of the issues discussed.

Plagiarism deductions: The Turn-it-in report score will be assessed for text copied from other sources:

- No deduction – report does not indicate that there are more than 4 or 5 consecutive words that are verifiably derived from a cited or non-cited source (note that common ways of phrasing things like “In this experiment the researchers...” does not count as plagiarism)
- -6 points – 1 or 2 phrases / sentences where a reasonable person reviewing the evidence would conclude that the most likely explanation is that those phrases were copied from another author
- -12 points – 3 or 4 phrases / sentences where a reasonable person reviewing the evidence would conclude that the most likely explanation is that those phrases were copied from another author
- 0 on the assignment – 5+ phrases / sentences where a reasonable person reviewing the evidence would conclude that the most likely explanation is that those phrases were copied from another author

Comments: