Welcome to this Course!

Welcome blurb here (can hype students up: Include exciting features/lessons to come).

Course level learning objectives:

1. - 
2. - 
3. - 
4. - 
5. - 

Office Location: Room 2332, Carleton Building
Click here for visual directions.

Class Location: 21 Carleton Hall
Click here for visual directions.

Class Times: Tuesday & Thursday, 10:05am-11:25am

Prerequisites: Permission of the Department.

Course TAs:
Teaching Assistant 1 (she/her/hers)
(teaching.assistant.name1@carleton.ca)

Teaching Assistant 2 (he/him/his)
(teaching.assistant.name2@carleton.ca)

Teaching Assistant 3 (they/them)
(teaching.assistant.name3@carleton.ca)
Inclusive teaching statement:

Include a brief inclusive teaching statement here. Your statement may include some of the following points:

- “I am committed to fostering an environment for learning that is inclusive for everyone regardless of gender identity, gender expression, sex, sexual orientation, race, ethnicity, ability, age, class, etc.”
- “All students in the class, the instructor, and any guests should be treated with respect during all interactions.”
- “It is my hope that our class will support diversity of experience, thought, and perspective.”
- “Please feel free to contact me via email or in person to let me know about any experiences you have had related to this class that have made you feel uncomfortable.”
- “I will continually strive to create inclusive learning environments and would therefore appreciate your support and feedback.”
- “I welcome emails or in-person communications to let me know your preferred name or pronoun.”

Land Acknowledgement

Here at Carleton University, it is important that we acknowledge that the land on which we gather is the traditional and unceded territory of the Algonquin nation.

Community Guidelines

The following values are fundamental to academic integrity and are adapted from the International Center for Academic Integrity*. In our course, we will seek to behave with these values in mind:

*Community guidelines can clarify expectations for student behavior the course. They can be a way to have an explicit conversation about professional conduct and another way to integrate academic integrity into the course.
<table>
<thead>
<tr>
<th></th>
<th>As students, we will...</th>
<th>As a teaching team, we will...</th>
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<tbody>
<tr>
<td><strong>Honesty</strong></td>
<td>• Honestly demonstrate our knowledge and abilities on assignments and exams</td>
<td>• Give you honest feedback on your demonstration of knowledge and abilities on assignments and exams</td>
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<td>• Communicate openly without using deception, including citing appropriate sources</td>
<td>• Communicate openly and honestly about the expectations and standards of the course through the syllabus, and with respect to assignments and exams</td>
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<td><strong>Responsibility</strong></td>
<td>• Complete assignments on time and in full preparation for class</td>
<td>• Give you timely feedback on your assignments and exams</td>
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<tr>
<td></td>
<td>• Show up to class on time, and be mentally/physically present</td>
<td>• Show up to class on time, and be mentally &amp; physically present</td>
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<td></td>
<td>• Participate fully and contribute to team learning and activities</td>
<td>• Create relevant assessments and class activities</td>
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<tr>
<td><strong>Respect</strong></td>
<td>• Speak openly with one another, while respecting diverse viewpoints and perspectives</td>
<td>• Respect your perspectives even while we challenge you to think more deeply and critically</td>
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<td></td>
<td>• Provide sufficient space for others to voice their ideas</td>
<td>• Help facilitate respectful exchange of ideas</td>
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<tr>
<td><strong>Fairness</strong></td>
<td>• Contribute fully and equally to collaborative work, so that we are not freeloading off of others</td>
<td>• Create fair assignments and exams, and grade them in a fair, and timely manner</td>
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<td></td>
<td>• Not seek unfair advantage over fellow students in the course</td>
<td>• Treat all students equitably</td>
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<td><strong>Trust</strong></td>
<td>• Not engage in personal affairs while on class time</td>
<td>• Be available to all students when we say we will be</td>
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<td></td>
<td>• Be open and transparent about what we are doing in class</td>
<td>• Follow through on our promises</td>
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<td></td>
<td>• Not distribute course materials to others without authorization</td>
<td>• Not modify the expectations or standards without communicating with everyone in the course</td>
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<tr>
<td><strong>Courage</strong></td>
<td>• Say or do something when we see actions that undermine any of the above values</td>
<td>• Say or do something when we see actions that undermine any of the above values</td>
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<td></td>
<td>• Accept a lower or failing grade or other consequences of upholding and protecting the above values</td>
<td>• Accept the consequences (e.g., lower teaching evaluations) of upholding and protecting the above values</td>
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2 This class statement of values is adapted from Tricia Bertram Gallant, Ph.D.
Learning Materials

Textbook: Last name, First Name (2021). Textbook Title. City Published: Publisher, Year.

Technology Checklist:

☐ An internet-enabled computer (laptop/desktop)
☐ Zoom software installed on computer (can also install on phone as backup!)
☐ Access to reliable internet
☐ Webcam
☐ Headset with microphone

Note: Mention options here for students who do not have access to these resources. Options include financial aid from Carleton, inexpensive options for technology (Best Buy refurbished products, Kijiji), & single workspaces available for student use on campus.

Assessment in this Course

Research about learning strongly suggests that the most important factor in learning is doing the work of reading, writing, recalling, practicing, synthesizing, and analyzing. Learning happens best when people actively engage material on a consistent basis, and that is why we have high standards in this course. We are confident that, with appropriate effort, you all can meet those standards.

We also make an effort to reduce unintentional bias in grading by, for example and when possible, grading assignments one question at a time (grading all of question 1 before grading any of question 2), grading anonymously, and using rubrics.

Grade Breakdown

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>GRADE VALUE</th>
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<tr>
<td>QUIZZES</td>
<td>30% (6 quizzes, worth 5% each)</td>
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<tr>
<td>ASSIGNMENT 1</td>
<td>10%</td>
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<tr>
<td>ASSIGNMENT 2</td>
<td>10%</td>
</tr>
<tr>
<td>MIDTERM</td>
<td>25%</td>
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<tr>
<td>FINAL EXAM</td>
<td>30%</td>
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<tr>
<td>EXTRA CREDIT</td>
<td>2%</td>
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Quizzes

There are 6 quizzes total in the course. The quizzes will be multiple choice and completed on Brightspace. For each quiz you have 2 weeks to complete it. The top 4 quizzes will be used to tabulate your total quiz mark in the course.

<table>
<thead>
<tr>
<th>QUIZ #</th>
<th>Grade Value</th>
<th>Topics</th>
<th>Opens</th>
<th>Closes</th>
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<tbody>
<tr>
<td>1</td>
<td>5%</td>
<td>Ch. 1 &amp; 2</td>
<td>Sep 8</td>
<td>Sep 17</td>
</tr>
<tr>
<td>2</td>
<td>5%</td>
<td>Ch. 3 &amp; 4</td>
<td>Sep 20</td>
<td>Oct 1</td>
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<tr>
<td>3</td>
<td>5%</td>
<td>Ch. 5 &amp; 6</td>
<td>Oct 4</td>
<td>Oct 15</td>
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<tr>
<td>4</td>
<td>5%</td>
<td>Ch. 7 &amp; 8</td>
<td>Oct 18</td>
<td>Nov 5</td>
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<tr>
<td>5</td>
<td>5%</td>
<td>Ch. 9 &amp; 10</td>
<td>Nov 8</td>
<td>Nov 19</td>
</tr>
<tr>
<td>6</td>
<td>5%</td>
<td>Ch. 11 &amp; 12</td>
<td>Nov 22</td>
<td>Dec 3</td>
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Assignments

There are 2 assignments in this course. Full assignment descriptions and marking rubrics are posted on Brightspace (include link here for students to locate descriptions/rubrics easily).

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<thead>
<tr>
<th>ASSIGNMENT</th>
<th>GRADE VALUE</th>
<th>TOPIC</th>
<th>DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10%</td>
<td>--</td>
<td>Oct 13</td>
</tr>
<tr>
<td>2</td>
<td>10%</td>
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<td>Nov 17</td>
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</tbody>
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Midterm Exams

Both midterms will take place online. They will be available to access for 48 hours, posed on Brightspace, during the dates posted below. Choose a time to complete the exam that works best for you, bearing in mind that if that time is the middle of the night eastern standard time, that you may have to wait for responses to questions or technical difficulties. Once you access the midterm you will have 80 mins to complete it. The midterm will consist of multiple choice, short answer and problem-solving questions like the ones that we have practiced in the course.
Looking for help preparing for midterms? Student Academic Success Services (SASS) at Carleton offers course-targeted study groups and supports and the Science Student Success Centre (SSSC) provides help with study skills.

The final exam will take place during the final exam period. (Note: If exam is different, include relevant details here (e.g., is it in-person or online? This could impact whether students can travel).

**Extra Credit**

Instructors can offer an extra credit of 1% or 2% to students’ final grades for the completion of surveys and questionnaires posted throughout the course. Explain that this feedback is vital to the improvement of this course for future students and will be very valuable for instructors to help them learn and grow. These surveys are anonymous and student identity will not be available to the instructor.

**Special Information Regarding COVID-19**

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g., wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and mandatory self-screening prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory symptom reporting tool. For purposes of contact tracing, attendance will be taken in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the COVID-19 website.

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g., directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.
For the most recent information about Carleton's COVID-19 response and required measures, please see the University's COVID-19 webpage and review the Frequently Asked Questions (FAQs). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the Student Rights and Responsibilities Policy. Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

**Note About COVID-19 & Mental Health**

The global pandemic has led to extra stress and uncertainty for everyone, and while we may all be experiencing the same storm, this does not mean that we are all in the same boat! If you are struggling, please do not hesitate to reach out. I am happy to listen, and/or direct you to resources that might help. In terms of class, if you need extra help or missed a lesson, don’t stress! Email me and we will set a time to meet. I'll work with you, I promise. Remember that Carleton also offers an array of mental health and well-being resources, which can be found here.

**Children & video sessions**

You are welcome to have children with you during video sessions as I fully understand that childcare situations may be complicated for many of us at this time. Do your best to participate and engage, but also please get in touch with me if you have any questions or concerns.

**University Policies**

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

- **A+ = 90-100**
- **B+ = 77-79**
- **C+ = 67-69**
- **D+ = 57-59**
- **A = 85-89**
- **B = 73-76**
- **C = 63-66**
- **D = 53-56**
- **A- = 80-84**
- **B- = 70-72**
- **C- = 60-62**
- **D- = 50-52**
- **F = <50**
- **WDN = Withdrawn from the course**
- **ABS = Student absent from final exam**
DEF = Deferred
FND = (Failed, no Deferred) = student could not pass even with 100% on final exam

**Academic Accommodations, Regulations, Plagiarism, Etc.**

Carleton University is committed to providing access to the educational experience in order to promote academic accessibility for all individuals.

Academic accommodation refers to educational practices, systems and support mechanisms designed to accommodate diversity and difference. The purpose of accommodation is to enable students to perform the essential requirements of their academic programs. At no time does academic accommodation undermine or compromise the learning objectives that are established by the academic authorities of the University. More information can be found at: [https://students.carleton.ca/course-outline/](https://students.carleton.ca/course-outline/)

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university’s website, here: [https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/](https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/)

**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](mailto: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. For more details, visit the [Paul Menton Centre website](https://www.carleton.ca/pmc/).

**Addressing Human Rights Concerns**

The University and all members of the University community share responsibility for ensuring that the University’s educational, work and living environments are free from discrimination and harassment. Should you have concerns about harassment or discrimination relating to your age, ancestry, citizenship, colour, creed (religion), disability, ethnic origin, family status, gender expression, gender identity, marital status, place of origin, race, sex (including pregnancy), or sexual orientation, please contact the [Department of Equity and Inclusive Communities](https://www.carleton.ca/equity/) at [equity@carleton.ca](mailto:equity@carleton.ca).
Religious Obligations

Please contact 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 review the Student Guide to Academic Accommodation (PDF, 2.1 MB).

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/sexual-violence-support/

Accommodations for Missed Work

Carleton recognizes that these are unprecedented times during the COVID-19 pandemic, and that students may be experiencing greater stress and other life factors that are not in their control. As a result, Carleton has put into place a protocol for students to apply for accommodations using a self-declaration form in the event of missed work. The form can be found at: https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf

For Pregnancy

Please contact 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 review the Student Guide to Academic Accommodation (PDF, 2.1 MB).

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 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
Senate Policy on Accommodation for Student Activities (PDF, 25KB).

**Academic Integrity**

Academic misconduct undermines the values of honesty, trust, respect, fairness, and
responsibility that we expect in this class. Carleton University provides supports such as
academic integrity workshops to ensure, as far as possible, that all students understand the
norms and standards of academic integrity that we expect you to uphold. Your teaching
team has a responsibility to ensure that their application of the Academic Integrity Policy
upholds the university’s collective commitments to fairness, equity, and integrity.
(adapted from Carleton University’s Academic Integrity Policy, 2021).

**Examples of actions that do not adhere to Carleton’s Academic Integrity Policy include:**

- Plagiarism
- Accessing unauthorized sites for assignments or tests
- Unauthorized collaboration on assignment and exams

**Sanctions for not abiding by Carleton’s Academic Integrity Policy**

A student who has not adhered to Carleton’s Academic Integrity Policy may be subject to
one of several sanctions:

1. If you take full responsibility for your actions, and it is the first time you have violated
   the policy, you will receive zero on the assessment. If you are found to have violated
   the policy but do not take responsibility, an additional grade deduction will be
   applied (e.g. an A- will become a B+)
2. Subsequent violations of the policy may result in more severe sanctions such as
   failing the course, suspension from all studies and/or expulsion.

**Process of an Academic Misconduct Investigation**

**Step 1:** The instructor believes misconduct has occurred and submits documentation to
the Dean of the Faculty of Science.

**Step 2:** The Dean reviews documentation and can proceed with or dismiss the allegation.

**Step 3:** If sufficient evidence, the student receives an allegation statement by email.
Ombuds services is copied on the email.
Step 4: The student provides a written response to the evidence provided.

Step 5: Either party may request a meeting between student, dean, and the ombudsperson.

Step 6: Dean informs the student of the decision.

Appeal: Student has the right to appeal the decision.

Additional details about this process can be found on the Faculty of Science Academic Integrity website. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy. The Policy is strictly enforced and is binding on all students.

Plagiarism

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, refer the Faculty of Science Academic Integrity website. To further understand Academic Integrity, consider attending the Learning and Support Academic Integrity Workshop.

What are the Penalties for Plagiarism?

A student found to have plagiarized an assignment may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; and/or a reprimand; a refusal of permission to continue or to register in a specific degree program; academic probation; award of an FNS, Fail, or an ABS.

What are the Procedures?

3. All allegations of plagiarism are reported to the Dean of Faculty of Science. Documentation is prepared by instructors and/or departmental chairs.

4. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism.

5. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy. The Policy is strictly enforced and is binding on all students.
**Assistance for Students**

Academic and Career Development Services: [http://carleton.ca/sacds/](http://carleton.ca/sacds/)

Writing Services: [http://www.carleton.ca/csas/writing-services/](http://www.carleton.ca/csas/writing-services/)

Peer Assisted Study Sessions (PASS): [https://carleton.ca/csas/group-support/pass/](https://carleton.ca/csas/group-support/pass/)

Math Tutorial Centre: [https://carleton.ca/math/math-tutorial-centre/](https://carleton.ca/math/math-tutorial-centre/)

Science Student Success Centre: [https://sssc.carleton.ca/](https://sssc.carleton.ca/)
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<td><strong>January</strong></td>
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<td>Intro</td>
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