DALHOUSIE UNIVERSITY

Faculty of Science, Department of Psychology and Neuroscience
PSYO/NESC 3190: Psycholinguistics Syllabus
Winter 2025

Your Instructor:	Name:	Dr. Erin Sparks, erin.sparks@dal.ca
	Office:	**LSC Psychology Wing, Room 2324.** Level 2 Lower. Accessible entrance: Alumni Cres. across from Wickwire field. Other LSC entrances require using stairs to reach my office.
	Office Hours:	**Fridays**, 11:00am – 12:00pm (in person)
	Book a meeting:	Click here for my current availability (in-person or Teams)

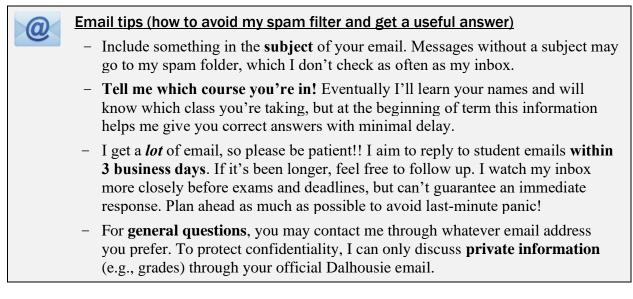| **Lectures:** | When? | **Tuesdays** and **Thursdays**, 4:05pm – 5:25pm |
	Where?	LSC Psychology Wing, Room 4260
	How?	Class meetings for this course will be **in-person** and **synchronous**. Technology permitting, I will record our lectures and post them to Brightspace shortly **after** the lecture ends.
		Note that recordings will not go up immediately—I appreciate your patience as I fit this into my schedule! If I can't upload the recording within one day of a lecture, I'll announce the delay on Brightspace.

Dalhousie University acknowledges that we are in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People and pays respect to the Indigenous knowledges held by the Mi'kmaq People, and to the wisdom of their Elders past and present. The Mi'kmaq People signed Peace and Friendship Treaties with the Crown, and section 35 of the Constitution Act, 1982 recognizes and affirms Aboriginal and Treaty rights. We are all Treaty people.

Dalhousie University also acknowledges the histories, contributions, and legacies of African Nova Scotians, who have been here for over 400 years.

Welcome to PSYO/NESC 3190! Have questions?

All resources and announcements for this course will be posted on our **Brightspace** page, so be sure to review its contents and check regularly for updates. If you are registered for PSYO 3190 or NESC 3190, you should have access at https://dal.brightspace.com.

If you have further questions, **don't hesitate to get in touch**! I am available by email, during office hours (drop in—no need for an appointment), or by scheduling an individual meeting.

> **@ Email tips (how to avoid my spam filter and get a useful answer)**
>
> – Include something in the **subject** of your email. Messages without a subject may go to my spam folder, which I don't check as often as my inbox.
>
> – **Tell me which course you're in!** Eventually I'll learn your names and will know which class you're taking, but at the beginning of term this information helps me give you correct answers with minimal delay.
>
> – I get a *lot* of email, so please be patient!! I aim to reply to student emails **within 3 business days**. If it's been longer, feel free to follow up. I watch my inbox more closely before exams and deadlines, but can't guarantee an immediate response. Plan ahead as much as possible to avoid last-minute panic!
>
> – For **general questions**, you may contact me through whatever email address you prefer. To protect confidentiality, I can only discuss **private information** (e.g., grades) through your official Dalhousie email.

Course Description (What did you sign up for?)

From the Undergraduate Calendar: "[This course] explores the cognitive and neural bases of human language processing. Topics include human language and other communication systems; phonology; morphology; semantics; syntax; discourse; first and second language acquisition; relationship of language to general cognitive functions such as music and mathematics; signed languages such as American Sign Language; and non-linguistic gesture."

In addition to covering **what we know** about psycholinguistics, a focus of the course will be on understanding **how we know** that information and **what it ultimately means**. To that end,

lectures and assessments will involve interpreting empirical research, considering implications for theory, and discussing its applications to practice.

Prerequisites (What background is assumed?)

To enroll in PSYO/NESC 3190, students must have completed the following prerequisites:

- **PSYO/NESC 2000** (Methods in Experimental Psychology and Neuroscience), and
- **PSYO/NESC 2130** (Introduction to Cognitive Psychology)

Under some circumstances, I may allow students without all prerequisites to register for the course. If you are one of those students, be proactive about filling any knowledge gaps that interfere with your performance. You are always welcome to contact me for guidance, and I encourage you to do so **as early as possible** if you find yourself struggling.

Course Learning Objectives (What will you learn?)

Learning objectives reflect what you should know and be able to do at the end of the course. Perhaps more importantly, they reflect big-picture skills that I hope will stick with you **after** the course ends. After successfully completing this course, you should be able to…

1. Demonstrate a broad, general understanding of the field of psycholinguistics.
2. Describe specific concepts in psycholinguistics, including models, theories, and experimental evidence.
3. Contrast different models of language processing.
4. Apply knowledge from multiple sources, including the textbook and the academic literature, to derive conclusions.
5. Critically evaluate scientific literature.
6. Determine whether data support a particular conclusion, and generate alternative hypotheses to explain data.
7. Apply findings of psycholinguistic research to real-life questions and social issues.

In other words, this course aims to **improve your skills as a critical thinker** and give you a deeper understanding of how language works.

Language is one of the most unique and complex features of human cognition, and is a central part of our lives. I hope this course will enrich your thinking around language, **supporting a lifetime of inquiry and learning** on the subject.

Course Materials (Which textbook editions can you use?)

All textbooks are pricy, but the text we're using is an excellent resource for students with minimal background in linguistics. To mitigate costs, you will **NOT** need access to the publisher's online resources. **If the textbook's cost is prohibitive, please contact me!** We have options to help.

> **Required Textbook:** Sedivy, J. (2020). *Language in Mind: An Introduction to Psycholinguistics* (2nd edition).
>
> You can find **physical or electronic copies** of the text at Dalhousie's bookstore. Used copies are fine, as you don't need online resources.
>
> Older editions **may** work for this course, but I haven't read any prior editions of the Sedivy text and thus can't vouch for them. I'm not sure how extensive the changes to the new edition are.

Seriously, though—**I can help you access cost-effective versions** of the 2nd edition! Contact me!

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Course Content (What topics will we cover, and when?)

I plan to maintain this schedule throughout the term, but we may need to embrace the unpredictable! I'll announce any changes on Brightspace and in class.

I will post any supplementary readings in the corresponding Brightspace module. If a reading is **optional**, it will be clearly marked as such in Brightspace. Otherwise, assume it is required. All textbook chapter & section numbers refer to the **2nd edition of Language in Mind**. Please complete the readings **before** class.

Class #	Date	Topic	Readings (sections)
1	Jan. 7	Welcome to PSYO/NESC 3190! Course introduction	N/A
2	Jan. 9	Origins of human language	Chapter 2 (**2.1**, **2.3**, **2.5**)
3	Jan. 14	Language diversity: Understanding similarities across languages	Chapters 2 (**2.7**) & 13 (**13.2**)
4	Jan. 16	Speech production: Planning messages	Chapter 10 (**10.1**, **10.3**)
5	Jan. 21	Speech production: Structuring sentences	Chapter 10 (**10.2**, **10.4**; Box **10.5**)
6	Jan. 23	Speech production: Articulation	Chapter 4 (**4.3**)
7	Jan. 28	Speech perception: Sounds as categories	Chapter 7 (**7.1**)
8	Jan. 30	Speech perception: Integrating cues	Chapter 7 (**7.2**; **7.4**)
9	Feb. 4	Midterm 1 review/spillover class	N/A
10	Feb. 6	**MIDTERM 1.** 80-minute duration, during class time.	N/A
11	Feb. 11	Word recognition: Modelling the lexicon	Chapter 8 (**8.1**)
12	Feb. 13	Word recognition: Lexical ambiguity	Chapter 8 (**8.2**) + **"Digging Deeper"** @ end of chapter)
Feb. 17–21		**WINTER READING BREAK** (no classes)	
13	Feb. 25	Word recognition in real time	Chapter 8 (**8.3**)
14	Feb. 27	Sentence processing: Structure and meaning	Chapter 9 (**9.1**)
15	Mar. 4	Sentence processing: Ambiguity resolution	Chapter 9 (**9.2**, **9.3**)
16	Mar. 6	Sentence processing: Predictions	Chapter 9 (**9.4**, **9.5**)
17	Mar. 11	Midterm 2 review/spillover class	N/A
18	Mar. 13	**MIDTERM 2.** 80-minute duration, during class time.	N/A
19	Mar. 18	Examining psycholinguistic claims	Chapter 13 (**13.3**)
20	Mar. 20	Language and thought: Linguistic relativity	Chapter 13 (**13.4**)
March 23, 11:59pm		**Deadline to indicate whether you will submit the *Memory Speaks* paper**	
21	Mar. 25	One mind, multiple languages	Chapter 13 (**13.5**)
22	Mar. 27	Language revitalization	N/A
23	Apr. 1	Audience design: Communicating with others	Chapter 12 (**12.2**, **12.3**)
24	Apr. 3	Audience design: Applications	Chapter 12 (**12.4**; **Language at Large"** box 12.3)
April 8, 11:59pm		*Memory Speaks* **Analysis Paper** due via Brightspace (optional; see below)	
Exam Period		**FINAL EXAM.** 3-hour duration. Date & time to be determined by the Registrar's Office	

Final Grades (How will your grade be calculated?)

There are **two "routes" to calculating your final grade**, depending on whether you choose to complete the optional *"Memory Speaks"* analysis assignment:

THE MEMORY SPEAKS ASSIGNMENT ROUTE. You complete the exams **AND** the optional *Memory Speaks* assignment (described below). The *Memory Speaks* assignment will shave 12% off the weight of your exams:

Assessment	Weight
Your best exam score	32%
Your second-best exam score	30%
Your worst exam score	26%
Memory Speaks analysis paper	12%
Up to **1% bonus** points (through SONA and/or workshop participation)	

THE NO-ASSIGNMENT ROUTE. You complete the exams, but choose **NOT** to submit the optional *Memory Speaks* assignment:

Assessment	Weight
Your best exam score	36%
Your second-best exam score	34%
Your worst exam score	30%
Up to **1% bonus** points (through SONA and/or workshop participation)	

FINAL GRADE CONVERSION. Numerical grades will be converted to letter grades for official transcripts using the **Dalhousie Common Grade Scale**, outlined in the table below.

Letter Grade	A+	A	A–	B+	B	B–	C+	C	C–	D	F
Numerical Grades	90 – 100%	85 – 89%	80 – 84%	77 – 79%	73 – 76%	70 – 72%	65 – 69%	60 – 64%	55 – 59%	50 – 54%	0 – 49%

I don't round grades on individual assessments, but do round final grades. If your final grade is within **0.5%** of a grade boundary, I will **automatically** round you up to the next letter grade (e.g., 79.50% rounds up to an A-).

Assessment Descriptions (What will your grade be based on?)

EXAMS. All exams will be **in-person**. They will assess your ability to analyze, evaluate, and synthesize information you've learned in the course—including questions that ask you to apply your understanding to new contexts. They will include a mix of **multiple choice, matching/fill-in-the-blank,** and/or **written response questions**.

As noted above, exams are weighted such that the exams you do best on are worth slightly more of your final grade than the exams you do worse on. I will automatically calculate the different versions of your final grade and use whichever version gives you the best outcome.

- **Midterm 1:** 80-minute duration. Covers material from Classes 1–9.
- **Midterm 2:** 80-minute duration. Emphasizes material from Classes 11–17, with some cumulative content.
- **Final exam:** Date and time to be determined by the registrar's office. 3-hour duration. Emphasizes material from Classes 19–24, with some cumulative content.

OPTIONAL ASSIGNMENT: "MEMORY SPEAKS" ANALYSIS PAPER. This is an **optional** assignment, available for students who prefer to submit a paper to reduce the weight of their exams. See above for information on the two routes to calculating final grades.

Students must **indicate whether they intend to submit this paper by March 23 at 11:59pm** (see survey in Brightspace). Given the size of this class, we need the advance notice to plan our grading time—thanks for your understanding! Students who complete the survey and choose "No," or who do not complete the survey, will be graded according to the "No-assignment" route above.

The author of your textbook recently wrote a popular press book called *Memory Speaks: On Losing and Reclaiming Language and Self*. It covers a broad range of psycholinguistics research while exploring how language intersects with identity and culture. Because it is written for a general audience, it makes empirical claims that are supported by brief, simplified descriptions of the underlying research.

For this assignment, you will **choose one section of the book** that summarizes psycholinguistic research (options will be provided in Brightspace). You will then choose and read **TWO of the research sources cited** in that section (again, the options will be provided). You do **NOT** have to buy this book—I will provide excepts under the Fair Dealings copyright policy.

You will write a paper (approx. 1000–1500 words) that:
   a) Summarizes the **central thesis** of the section (what overall point is Sedivy making?)
   b) Describes and evaluates the **research sources** cited to support this point.
      ▪ Your paper must show your understanding of your chosen sources (e.g., methods used; key findings; implications; limitations) and of basic research methods.
   c) Discusses the extent to which the research **supports** the section's overall thesis (are the big-picture claims appropriate, given the research evidence you evaluated?)

Late policy: *Unexcused* late assignments will be penalized **5% per day**. If you receive an extension, the late penalty will start from your extended due date. See below for my policies around assignment extensions.

BONUS CREDIT (up to 1%). You can earn up to 1% in bonus points by participating in research through SONA and/or by participating in a university-run "self-improvement" workshop. These points will be added directly to your final grade.

– **Participating in SONA research.** Sign up for research studies through the online SONA credit point system—I've linked it on our Brightspace page. I encourage you to consider this option if you're willing and able! Recruitment can be a challenge for researchers, many of whom are students like you.

   Each study will indicate how many credit points you'll earn by participating. You can apply up to 1.0 credit points to this course. If you assign more than that, I will round down to 1.0. Be sure to assign your points to the appropriate course(s) in your SONA account—you'll get reminder emails to this effect throughout the term.

– **"Self-improvement" workshop participation.** If you can't (or don't want to) participate in research, you can also earn bonus points by attending a **university-run workshop** that focuses on an academic skill or personal well-being.

   Each workshop you attend is worth **0.5%** bonus. In-person **and** virtual workshops are both eligible for bonus credit. University workshops are free to students.

   To claim workshop participation credit, have the workshop leader or organizer **email me to confirm your attendance**. If the workshop provides you with proof of attendance **through other means** (e.g., a certificate or email), you can also send this to me without requiring a separate email from the coordinator. I need this confirmation by **April 26** at 11:59pm. It's your job to make sure this happens, so plan accordingly! **Don't** leave it to the last minute—you can't expect the organizer to drop everything if you forget to request confirmation until shortly before the deadline.

   I've listed several options for workshops below, but others may be possible alternatives. Feel free to ask me (ahead of time) if you have a workshop idea!
      – *Studying for Success Program* (**click here**): Topics include time management, note-taking, and study skills.
      – *University Writing Centre* (**click here**): Includes help with choosing a paper topic, organizing ideas, clear and accurate written communication, and proper citation. I will also count attending an *individual* Writing Centre meeting.
      – *Student Health and Wellness Services* (**click here**): Topics include public speaking and exam anxiety. I am willing to accept other workshop topics from Health and Wellness, but note that there may be **privacy implications** for some. You should ask the facilitator if they are able to confirm attendance.

- You can earn your bonus points **through any combination of the options above**. For example, you can earn all 1% through SONA, all 1% through workshops, a mix from SONA and workshops, etc. Whatever the combination, 1% remains the maximum I can apply to your grade.

Late Policies (What happens if you miss _____?)

My goal is to be as flexible as possible to support your learning, but please note that **there are real constraints on that flexibility**. Logistically, I can't schedule unlimited make-up exams or grade a semester's worth of late work submitted right before the grade deadline. Please read and follow these policies to avoid issues throughout the term!

Students can use **up to two Student Declaration of Absence (SDA) forms** in this course. These can be used for missed exams (including the final) and/or late assignments. These forms must be submitted through Brightspace within one calendar day of the missed assessment. I don't accept SDAs in person or thorough email.

For missed exams, submitting an SDA will allow you the opportunity to write an in-person make-up exam. Dr. Sparks will schedule a make-up exam time for all students requiring one; you are expected to attend your scheduled make-up. Generally, make-up exams will happen **within one week of the original exam**—waiting longer delays grading, which creates issues for our markers and delays feedback to your classmates.

If you do not contact your instructor about a missed exam within one week of the original date, you will receive a **zero**.

For late assignments, submitting an SDA gives you a **72-hour extension**. Brightspace will automatically flag your assignment as "late" based on the original deadline, but we'll ignore that when grading. If something falls through the cracks and we accidentally apply a late penalty, send Dr. Sparks a note to fix the issue.

Additional flexibility will be provided to students whose accommodation plans include extensions or make-up considerations, or who have appropriate documentation. **Email Dr. Sparks** to discuss this! Please note that Nova Scotia doctors will not provide medical notes for illnesses lasting less than 5 days.

What happens if an issue affects all of your courses? If you are experiencing something that affects your performance across courses (e.g., an extended illness or personal emergency), consider contacting **Patricia Laws**, the Faculty of Science's Assistant Dean of Student Affairs. Her email is **scieasst@dal.ca**, and students can book a meeting with her by calling Jackie White at **902-494-2373**.

What if you have accessibility needs? I am committed to making this course accessible to all students. As a general practice, I will follow accessibility guidelines for documents and Brightspace material. If there are other things that I can do to **improve accessibility** in the course, don't hesitate to let me know!

If you are eligible for **formal accommodations**, be sure that you submit your accommodations request (click **here**) as soon as possible at the start of term. At Dal, accommodations don't automatically renew—you will need to activate your plan **each semester**. More information at the link above.

Academic Integrity Course Policies (Plagiarism and AI)

Will plagiarism software be used? I will review assignment submissions with Turnitin to confirm that all students are being fairly graded on their own work. Note that Dalhousie does NOT use the AI detector available in Turnitin. Given the concerns around these detectors, I wouldn't use them even it the option were available.

I **do not** rely on numeric information provided by originality-checking software. Instead, I scan the analyzed text for clear red flags, such as large amounts of copied text. When doing so, I recognize that coincidences happen and that some of the things flagged by originality software are absurd (in one case, my student was flagged for "plagiarizing" the year 2009 in their reference list). **I assume good faith** unless there is a clear reason to suspect genuine plagiarism.

There are legitimate critiques to be made of the business models behind plagiarism software. If you would prefer to use another method to confirm your work's authenticity, you can do so without penalty. Please contact me to make arrangements, and do so **no later than the add/drop date**.

Be sure that you are familiar with **Dalhousie's policy on academic integrity** (see the link below). As students, you are held to these standards—it is important that you know what they entail. If you are unsure, please feel free to contact me for guidance.

Can you use artificial intelligence (AI)? Not for the assessments you submit for grading. Exams will be in person, and you will not have access to AI. Submitted assignments must be your work, originating from your brain—their goal is to assess **your** knowledge and critical thinking. Remember that **you are responsible for the accuracy of all work you submit**. AI-generated responses are frequently incorrect, incomplete, or irrelevant. You shouldn't trust the output without thoroughly evaluating it yourself.

Here are acceptable uses of AI in this course:
- **Test yourself when studying for exams.** AI can generate questions based on your notes, which may be a helpful tool for retrieval practice. You can also use it to generate short-answer responses to a question you provide, then critique that answer for accuracy, completeness, and relevance.
- **Generate ideas/brainstorm.** I can't stop you from using AI in the planning stages of your assignment, but do this VERY cautiously! AI output is often generic, and I'm looking for specificity. You will need to turn these ideas into an **original** paper that reflects your work—this cannot come from AI.
- **In-class exercises or discussions**. Throughout the term, we may use AI for in-class exercises. If I say you can use AI for a specific task, it's safe to do so ☺

Unless I explicitly say that AI use is acceptable for a given task, assume it's not allowed.

If you use AI for brainstorming, you need to acknowledge using it as you would any other source. Please include a paragraph at the end of any assignment for which you used AI explaining what you used the AI for and what prompts you used to get the results. Failure to do so is a violation of Dalhousie's academic integrity policies.

Attendance Policy (Do you <u>have</u> to show up to class?)

No, you don't have to attend class (**provided you're willing to make the effort to catch up**). However, I expect you to keep up with the material by completing readings, watching the lecture recordings, and taking the initiative to address unclear concepts.

If you can attend class, it's beneficial to do so. Before COVID, class attendance was strongly related to success in this course, and my goal is always to make our class time something more than just a lecture. **Your contributions bring value to the course**.

"I <u>can't</u> attend class today. What should I do?" My plan is to record each class session and upload the video to Brightspace. If you miss class, make time to **watch the recording** and take notes. You should also **check Brightspace** for reminders, instructions, and any in-class exercises that you missed.

If technical issues ruin a lecture recording, I'll do my best to connect you with a peer for notes. I recommend coming to my **office hours** with any questions about the material.

"I <u>can</u> attend class, but I'm not feeling it. Should I go?" That's up to you—you're all adults, and it's your tuition/education to make decisions about. Two things I'd consider: (1) What's the best use of your time right now? **Make priorities**, use them to guide your decisions, and own the outcome of those decisions. (2) If you tell yourself you'll watch the lecture recording later, **how likely are you to follow through**? I have a long list of interesting seminars that I was totally going to watch later *(Narrator: She didn't watch them later)*. Set yourself up for success—it's often quicker to do the work during class than to find time afterwards.

> 🎉 I am excited to have you in the course, and I look forward to the contributions that each of you will bring! Remember that I am here to support your success to the best of my ability. Contact me with questions, concerns, or just to say hi!

University Policies & Statements (Boilerplate, but still important!)

This course is governed by the academic rules and regulations set forth in the University Calendar and by Senate. **Academic Calendar regulation 16.1** states that, "in order to complete a course satisfactorily, a student must fulfill all the requirements as set down in the course outline [syllabus]."

Recognition of Mi'kmaq Territory. Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel, and support. Visit or e-mail the Indigenous Student Centre at 1321 Edward St or elders@dal.ca. Additional information regarding the Indigenous Student Centre can be found at: https://www.dal.ca/campus_life/communities/indigenous.html

Internationalization. At Dalhousie, 'thinking and acting globally' enhances the quality and impact of education, supporting learning that is "interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders." Additional internationalization information can be found at: https://www.dal.ca/about-dal/internationalization.html

Academic Integrity. At Dalhousie University, we are guided in all our work by the values of academic integrity: honesty, trust, fairness, responsibility, and respect. As a student, you are required to demonstrate these values in all the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity. Additional academic integrity information can be found at: https://www.dal.ca/dept/university_secretariat/academic-integrity.html

Accessibility. The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation. If there are aspects of the design, instruction, and/or experiences within this course (online or in-person) that result in barriers to your inclusion, please contact the Student Accessibility Centre (https://www.dal.ca/campus_life/academic-support/accessibility.html) for all courses offered by Dalhousie with the exception of Truro. For courses offered by the Faculty of Agriculture, please contact the Student Success Centre in Truro (https://www.dal.ca/about-dal/agricultural-campus/student-success-centre.html)

Conduct in the Classroom – Culture of Respect. Substantial and constructive dialogue on challenging issues is an important part of academic inquiry and exchange. It requires willingness to listen and tolerance of opposing points of view. Consideration of individual differences and alternative viewpoints is required of all class members, towards each other, towards instructors, and towards guest speakers. While expressions of differing perspectives are welcome and encouraged, the words and language used should remain within acceptable bounds of civility and respect.

Diversity and Inclusion – Culture of Respect. Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2). Additional diversity and inclusion information can be found at: http://www.dal.ca/cultureofrespect.html

Student Code of Conduct. Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner - perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution. The full Code of Student Conduct can be found at: https://www.dal.ca/dept/university_secretariat/policies/student-life/code-of-student-conduct.html

Fair Dealing Policy. The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie. Additional information regarding the Fair Dealing Policy can be found at: https://www.dal.ca/dept/university_secretariat/policies/academic/fair-dealing-policy-.html

Originality Checking Software. The course instructor may use Dalhousie's approved originality checking software and Google to check the originality of any work submitted for credit, in accordance with the Student Submission of Assignments and Use of Originality Checking Software Policy. Students are free, without penalty of grade, to choose an alternative method of attesting to the authenticity of their work and must inform the instructor no later than the last day to add/drop classes of their intent to choose an alternate method. Additional information regarding Originality Checking Software can be found at:
https://www.dal.ca/about/leadership-governance/academic-integrity/faculty-resources/ouriginal-plagiarism-detection.html

Student Use of Course Materials. Course materials are designed for use as part of this course at Dalhousie University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as books, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this course material for distribution (e.g. uploading to a commercial third-party website) may lead to a violation of Copyright law.