



Faculty of Science Course Syllabus
Department of Psychology and Neuroscience
PSYO 3093: Language & Literacy Development
Winter 2024

Your instructor:

Name:	Dr. Drew Weatherhead (she/her) -- Ph.D., Psychology
	Please call me Drew, Dr. Drew, Dr. Weatherhead, or Professor Weatherhead. Please do not call me Miss, Ms., Mrs., or Ma'am.
Email:	drew.weatherhead@dal.ca
Office:	LSC Psychology Wing 2337 or Microsoft Teams
Office Hours:	Wednesday, 2:30:00 pm – 3:30 pm, Friday, 1:00 pm – 2:00 pm

Meetings outside these times can be booked if students have a confidential issue pertaining to the course that they would like to discuss privately. Additionally, I will book appointments outside office hours to discuss course content if the student can demonstrate course-related conflicts with both timeslots.

Your Teaching Assistant:

Name:	Michaela Singer
Email:	mc513812@dal.ca
Office:	Microsoft Teams
Office Hours:	By appointment
Responsibilities:	All written assignments, In class activities

Welcome to PSYO 3093!

Class Schedule: Tuesday & Thursday 2:35-3:55pm LSC C208

Everything in this course will be run through Brightspace. I've set up our course site to be as functional and clear as possible, so be sure to review its contents and check regularly for updates.

If you are registered for this course, 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 drop-in office hours, or by scheduling an individual meeting.

Email Guidelines:

- Include something in the subject of your email. Messages without a subject tend to 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 to make sure I give the correct answer to your question.
- I aim to reply to all student emails within 24–48 hours. I have designated times of day that I will answer emails, so I am not monitoring my emails at all hours of the day. That said, I do try to watch my inbox more closely before deadlines but can't always guarantee an immediate response. Plan ahead whenever possible to avoid last-minute panic! Also, I am a human, and sometimes things slip through the cracks. If you do not receive a response within 48 hours, please re-email me and mark the email as urgent. Please do not re-email me before the 48 hours is up though.
- 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. Also, I cannot guarantee that an email from your personal account will not get swept up by my spam filter, so use at your own risk!

Course Description:

From the Undergraduate Calendar: "This course examines the cognitive and linguistic processes underlying language acquisition and how they interact in influencing the development of language and literacy abilities."

In addition to covering what we know about language and literacy development, a focus of the course will be on understanding how we know that information and what it ultimately means. I have developed a series of activities that over the term I hope will prepare you for critical thinking and discussion of research in the field of language development.

Prerequisites:

To enroll in PSYO 3093, students must have completed the following prerequisites: PSYO 3093:

- PSYO 2000 or NESC 2000 (Methods in Experimental Psychology and Neuroscience), AND
- PSYO 2090 (Developmental Psychology)

I may allow students without all of these prerequisites to register for the course. If you are one of those students, I encourage you to be proactive about filling any knowledge gaps that interfere with your performance. You are always welcome to contact me for guidance, but it is ultimately your responsibility to keep up with the material.

Course Learning Objectives:

The list below outlines our course objectives. These objectives reflect what you should be able to do at the end of the course, and (perhaps more importantly) they reflect big-picture concepts that I hope will stick with you after the course ends.

1. Describe key processes involved in typical and atypical language & literacy development.
2. Understand the tools that researchers use to study language & literacy development.
3. Frame useful questions about language & literacy development.
4. Critically evaluate new information about language & literacy development, including empirical research and information found in the media.
5. Apply your knowledge of language & literacy development to practical situations.
6. Communicate your understanding of language & literacy development to diverse audiences. In other words, this course will give you foundation in the science of language and literacy development, will help you to become a critical consumer of research in the field, and will help you translate your newfound knowledge to others.

Required Readings:

There is no textbook for this course. Instead, I have assigned readings for each week (readings are noted in the “Course Content” section below, and all readings are posted on Brightspace with the corresponding lecture module. The readings include a combination of empirical, review articles, and book chapters. I chose each reading to complement the lectures, but my lectures will never be a direct recap of the readings.

NOTE: There will be information in the readings that is not covered in class. Likewise, there will be information in the lectures that is not covered in readings. In other words, don’t skip the lectures and rely solely on the readings—that won’t get you very far!

Course Structure:

Each week will follow this structure:

Readings. Each week there will be one to three short readings. They are a maximum of 15 pages each (but note, I have tried to avoid an overload of content so usually one is a bit longer while the other one or two are quite short). I sometimes substitute a Ted Talk for a reading. I recommend having the readings done for Monday’s class, however, it is absolutely critical that you have read the paper’s for Wednesday’s class.

Tuesday’s Class: Lecture. I am of the opinion that less is more when it comes to content. Ultimately in 5 years you will only remember like 4 pieces of actual content from this class. What is important to me is that you engage with the material in a meaningful way. Can you read an article about language development and understand it? Can you think about it critically? Can you explain it to someone else? As such, we will only have one lecture per week.

This lecture is meant to supplement your readings. To do well in this course you need to read and come to lecture and listen.

Thursday's Class: The first part of Thursday's class will always be reserved for any part of lecture that we did not get through in Tuesday's class. Additionally, I may use the first ten minutes of class to address anything I noticed students were struggling with based on questions via email and in office hours. **Activity.** The bulk of this class will be an activity. These activities are meant to compliment the lecture and help you engage more directly with the material. Attendance is mandatory and your performance in discussion will be evaluated.

Course Content:

Unit	Dates	Topic	Readings	Quiz?
1	Jan 9	Intro; Research Methods Refresher	- Research Methods Chapter (Entire Chapter)	
2	Jan 16	Early Language Acquisition; Finding Phonemes	- Speech Perception Chapter: 7.1 - Vouloumanos et al., 2010	
3	Jan 23	Finding Phonemes; Finding Words	- Thiessen & Saffran (2003) - Speech Perception Chapter: 7.2 – 7.5	Q1: Covers week 1-3
4	Jan 30	Word Learning Word Production	- Golinkoff & Hirsh-Pasek (2006) - Birth of a Word Ted Talk - Speech Perception Chapter: 7.6 – 7.7	
5	Feb 6	Syntactic Development Morphological Development	- Tomasello (2011)	Q2: Covers week 4 & 5
FEB 9 Assignment due: Kid-friendly Thiessen & Saffran Summary (11:59pm)				
6	Feb 13	Pragmatic Development Sociolinguistic Development	- Pragmatic Development Chapter: 19.3-19.5 - Johnson & White, 2019	
	Feb 20	READING WEEK – No class		
7	Feb 27	Accent Processing Dialect & Register	- Cristia et al., 2012	Q3: Covers week 6 & 7
8	Mar 5	Input and no input	- Buckler et al., 2017	

		Critical periods	- Goldin-Meadow & Feldman, 1997	
FEB 29: Final Assignment Part 1 Due (11:59pm)				
9	Mar 12	Simultaneous Bilingualism Second Language Learning	- Genesee (2016) - Kaushanskaya et al. (2009) *for activity (will not be tested)	Q4: Covers week 8 & 9
10	Mar 19	Emergent and Home Literacy	- van Bergen et al. (2017)	
Mar 22: Final Assignment Part 2 Due (11:59pm)				
11	Mar 26	Word Reading Reading Comprehension	- Ziegler & Goswami (2006) - Oakhill & Cain (2016)	
12	Apr 2	Language and Literacy Disorders	- Tunmer & Greaney (2010) - The language of children with Autism Chapter	Q5: Covers week 10-12
APR 5 Final Assignment due (11:59pm)				

I plan to maintain this schedule throughout the term. If I need to deviate from our schedule (for example, in a case of illness or emergency; Again, recall I’m a human too!), I will announce the change on Brightspace.

Assume everything assigned is required. If something is optional, it will be clearly marked as such on Brightspace.

Learning Assessments:

Overview

Grade Item	Weight
Quizzes	36%
Kid Friendly Summary	15%
Final Assignment	30%
In class activities	19%

1. Bi-Weekly OPEN-BOOK Online Quizzes (36% total).

You will write bi-weekly open-book quizzes in this course (primarily multiple choice and multi-select questions).

The questions will assess your comprehension of the material, but will also ask you to apply, analyze, and synthesize. Study with that in mind—memorizing details won't be enough! For example, I might describe a study that we did not cover in class and ask you to interpret it in light of a theory we did cover. In all cases, we will be evaluating the extent to which you show an understanding of—and ability to think critically & scientifically about—the material.

There will be a total 5 quizzes total. Each quiz will be worth 9% of your final grade. **Your lowest quiz grade will be automatically dropped (seriously don't email me about it).**

Each week the quiz will go live immediately after Thursday's activity. You will have until the following Monday at 11:59pm to do the quiz. I highly recommend taking the quiz sooner than later so that it is fresher in your mind!

Once you start the quiz, you will have up to 40 minutes to complete it (students whose accommodations allow for extra time will have it added before the quiz begins). However, each quiz will be designed to be completed in 30 minutes. I want to allot extra time for you to think about the questions requiring application, analysis, and synthesis.

You will only have one attempt at each quiz; the only exception will be for technical issues, such as if your computer crashes mid-quiz. In that situation, email me as soon as possible—right away, unless you've also lost internet access—so I can restore your access to the quiz. I may not see your email immediately (e.g., if you are writing the quiz in the evening or over the weekend) but at least I will know at what point in the quiz your issue occurred.

Fair warning: Instructors can look up students' Brightspace progress, including things like quiz access. I won't monitor what individual students are doing throughout the course. However, this information can be useful as a way to confirm certain technical issues. I trust that none of you will lie about tech issues, but I think it's important that you know what we have access to. The best way to approach quiz issues is to be straightforward (i.e., don't say anything that can be contradicted by Brightspace!). **Remember that I want you to succeed in the course!** I will always do what I can to ensure you get a fair chance to complete assessments.

These quizzes are NOT cumulative. However, some topics will be recurring throughout the course and some topics will be highly related to later weeks (e.g., vocabulary development is related to reading comprehension).

What's allowed in an open book quiz? During the quizzes, you are permitted to use all lecture material, readings, your personal notes, and other documents related to the course. In principle, you can also search the internet. However, I don't recommend general internet searches. We're studying a topic for which you can easily find unsourced or incorrect information online. Even if you stick to peer-reviewed sources,

you might have the bad luck of finding a study that differs from the general consensus we discussed in class. All questions will be written based on course material, so I strongly recommend that you focus on sources from class.

What's NOT allowed in an open book quiz? **You're not permitted to collaborate with your classmates.** The order of the questions is randomized, and the structure of the quiz does not allow you to go back to previous questions. As such, the odds of the questions appearing in the same order for you and your friends is almost impossible.

These quizzes are very low stakes, the difference between a 70 and an 85 is only 1% of your final grade. Your lowest grade is dropped. There is little to be gained by cheating. Just take the quiz and do your best.

2. KID-FRIENDLY SUMMARY OF THIESSEN & SAFFRAN ARTICLE (15% of grade).

In our "Finding Words" lecture (Week 3), we'll touch on the various cues infants use to identify words from continuous speech. The assigned reading by Thiessen & Saffran (2003) explores this topic, but takes it a step further. It asks: When two cues suggest different word boundaries, which cue(s) do infants use to segment words? I assigned this article because it is a complex one—you really need to understand the methods in order to make sense of the findings, and the conclusions are based on a key assumption. Thus, working through the article is a great exercise in critical thinking about research. After reading the article, your job will be to write a brief summary that explains the study to an audience of 8- to 9- year-old children. Summarizing research for young children is a key goal of your Frontiers for Young Minds paper, so think of this assignment as a low-stakes trial run. You will get feedback on the content of your summary/the quality of your writing and can apply this feedback to your final paper. Full instructions for this assignment are available on Brightspace; be sure to read them carefully. Late penalty: Unexcused late assignments will be penalized 10% per day. See below for policies around assignment extensions.

3. Final Assignment (30%)

In your final assignment you will develop a research question and experiment to test your question. This assignment has multiple parts.

A. February 29/March 7 – Final Assignment Work Period (10%)

In these classes you will split into groups and develop your coding scheme and complete your analysis.

You will receive an independent grade. Your grade will be based on:

- 1) The quality of the group's completed template (as judged by the TA and peer evaluations),

- 2) Peer reflections, and
- 3) Observed contributions to discussion.

B. March 22 – Knowledge Mobilization Video (5%)

Your group will create a video discussing your project (background, hypotheses, findings, interpretations). This video should be designed for an audience of parents.

Your classmates will provide feedback to your group that can be used to improve your design for the final portion of the assignment.

You will receive an independent grade: Your grade will be based on

- 1) The content and delivery of your group’s presentation (as judged by the professor and TA),
- 2) The quality of the feedback your group provides to other groups, and
- 3) Peer evaluations and self-reflections of your contributions.

C. March 28 – Peer evaluations (5%)

Your group will be evaluated on the quality of the feedback you provide to other groups for Part A & B. Feedback is due at the end of class.

D. April 5 - Final Written Assignment (10%)

Your group will write a final paper that includes an Introduction, Methods, Results (“faked data” that fits your narrative), and Discussion Section. This paper should be written in the style of a *Frontiers for Young Minds* paper (1500–2000 words). *Frontiers for Young Minds* is a journal in which researchers summarize the findings of their research for an audience of children and young adolescents (kids.frontiersin.org). It’s goal is to teach children about scientific findings. Of equal importance, though, it also aims to teach children about the scientific method.

Your paper should accomplish both of these goals: Explain what we know about your chosen question (i.e., what are the research findings related to your question?), and explain how we know it (i.e., what methods let the researchers make their discoveries?). This paper will use the kid-friendly writing skills you practiced in the Thiessen & Saffran summary. Writing in this style is an excellent opportunity to practice translating complex ideas into a clear, readable format while applying what you have learned about language & literacy development. More detailed instructions for completing this assignment are available on Brightspace; be sure to read the full instructions as the assignment approaches.

Late penalty: Unexcused late assignments will be penalized 10% per day. See below for policies around assignment extensions.

I know people hate group projects. But honestly, no matter what career you go into you are going to need to learn to collaborate. Some people are great group members, and some people suck. You will have the opportunity to anonymously disclose which group members contributed and which ones did not. I could have had you all write some paper about a specific topic, but I wanted to give you the opportunity to be more creative and apply your knowledge. The reality is, we only get so many TA hours allotted to this course, so to be able to do a final project like this, we need to have group submissions.

5. In-class Discussion/Activities (19% of grade).

Throughout the term there will be various in class-activities and discussions during Wednesday's class that will involve participation. It is crucial that every week you come to class prepared to engage in the content. This means attending Monday's lecture and reading the assigned papers. The activities will vary each week but will usually include some form of group work and discussion. All activities will take place within the class time (**there will not be work after class!**).

Your grade from in-class activities will consist of a mix of attendance, observations made by the TA and myself, self-reflection, peer-assessment, and the quality of the work submitted. Participation is critical so please do the work!

Attendance is mandatory. **Everyone gets one freebie, where their absence will be excused no questions asked, and you will have the opportunity to complete the activity independently for full marks. The only exceptions are classes marked VERY IMPORTANT.** After that, you will receive a zero for the activities you miss (roughly 2.7% of your overall grade per absence).

In the case of a persistent illness or personal emergency that would last longer than one week please reach out to me for alternative arrangements.

I will try to maintain the following schedule, however some activities might be cancelled or replaced.

Activity Descriptions:

Dates	Title
Jan 11	Discovering your interests/Understanding Infant Research Methods
Jan 18	How to read and discuss an academic paper
Jan 25	Understanding Theissen & Saffron
Feb 1	Knowledge Mobilization Part 1: What is it?

Feb 8	TBD
Feb 15	Knowledge Mobilization Part 2: Debunking Myths
Feb 29	Final Assignment Work Period VERY IMPORTANT
Mar 7	Final Assignment Work Period VERY IMPORTANT
Mar 14	Knowledge Mobilization Part 3: Examining Media
Mar 21	No class (a guaranteed free period to record your knowledge mobilization video)
Mar 28	Giving Feedback VERY IMPORTANT
Apr 4	Designing your own experiment

19% over 12 weeks doesn't seem like a lot. But trust me, it will add up over the course of the term (that's almost 3% of your final grade being determined every Activity). It will also help you gain the skills necessary to do well on the assignments as well as the quizzes. The best thing you can do is SHOW UP TO the activities.

Important Notes

- The dates highlighted in yellow are part of your final assignment. These dates do not count toward your Activity grade.
- Weightings may change due to cancellation or unforeseen circumstances. Regardless, each activity will be worth the same amount.

6. BONUS CREDIT (up to 2%).

You can earn up to 2% in bonus points by participating in research through SONA and/or by writing multiple choice questions based on course material. 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! The pandemic has made recruitment 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 2.0 credit points to this course. If you assign more than that, I will round down to 2.0. 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.
- *Writing multiple choice questions for quizzes.* If you can't or don't want to participate in research, you can also earn bonus points by submitting multiple choice (or multi-select) questions based on the course material. Instructions are posted on Brightspace; be sure

to read them before submitting. Questions are due **Monday at 11:59pm** before each quiz (.5% per quiz)

You can earn your bonus points through any combination of the options above. For example, you can earn all 2% through SONA, all 2% by writing questions, a mix of 1% from SONA and 1% from writing questions, etc. Whatever the combination, 2% remains the maximum I can apply to your grade.

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	Numerical Grade
A+	90 - 100
A	85 - 89.9
A-	80 - 84.9
B+	77 - 79.9
B	73 - 76.9
B-	70 - 72.9
C+	65 - 69.9
C	60 - 64.9
C-	55 - 59.9
D	50 - 54.9
F	0 - 49.9

Course Policies, Supports, and Safety Nets:

We're learning in the midst of a global pandemic. That introduces a range of potential challenges beyond our normal circumstances—technology will fail, public health guidelines may change, and you are all working under different home situations. My goal is to be as flexible as possible to support your learning in these unusual times. I can't anticipate every possible situation, so I encourage you to reach out if circumstances beyond those covered here prevent you from completing aspects of the course. I will do what I can to help, whether that's granting an extension (whenever possible), discussing options to protect your transcript, or directing you to resources.

Note on medical documentation: I will NOT ask you to provide medical documentation. See below for other ways of approaching missed or late assessments. For the sake of our health system, and to protect health care providers' time, don't visit a doctor just to get documentation for a course. Many practices have decided that they will not provide this service during the pandemic.

What happens if you miss a quiz or assignment deadline? There are a few mechanisms for handling late assessments.

1. **Blanket 3-day extension on written/video assignments.** For all written assignments there is already a three-day extension factored into the deadline. On Brightspace you will see the deadline, but the submission portal is open for another 3 days. If you submit within this three-day window, you will not receive late penalties.
2. **5-day** window to complete quizzes. Your **lowest quiz mark is automatically dropped.** You do not need to email me about it, it will just happen.
3. Recall that for In Class Activities, everyone gets **one freebie**, where their absence will be excused no questions asked. **The only exceptions are classes where we are working on our final assignment/presentations (Feb 29, Mar 7, Mar 28).**

The above policies are meant to cover situations that you can't easily document (and/or that you would prefer not to disclose to me). I am being incredibly flexible and generous with these policies, please do not take advantage of my kindness. I will not be granting any additional extensions. See below for how to proceed.

4. Submit a **Student Declaration of Absence form.** You must submit this form before the quiz/assignment deadline. You may only submit one per term. The reason for this one-form limit is that if you miss more than two (covered by the pass + declaration form), it suggests there are larger barriers to your learning. In that case, you should pursue other support options. See pages 14-15 for more information.
5. **Accept late penalties for assignments.** If you submit an assignment late without claiming your pass or submitting a valid declaration form, I will apply a late penalty of 10% per day. Note that this does not apply to quizzes—only assignments. This may be an attractive option if you are close to finishing an assignment but think you could improve it with a bit more time. If you think the extra time will improve your work enough to offset the deduction, it may be worthwhile. You don't need to do anything if accepting a late penalty—the TA will deduct the points automatically.

What happens if your power/internet go out during a quiz? In general, you will only get one attempt at each quiz—once you click “Start,” your 40-minute timer begins. The sole exception will be for technical issues (e.g., power outages, internet glitches, etc.). I fully understand that technical glitches might happen! I will work with you to restore your access to the quiz. In this situation, email me as soon as possible—right away if you have the means to do so, or at your first opportunity if not. If we can act quickly, I will restore the same quiz you were working on. If there is a delay, I'll let you re-take it.

What happens if an issue affects all of your courses? If you are experiencing something that affects your performance across courses (e.g., an illness or emergency that lasts throughout your final exams), you should contact Patricia Laws, the Faculty of Science's Assistant Dean (Student Affairs). Her email is scieasst@dal.ca. The Dean's office will request the documentation they need and work out a plan to let you make up missed work. They will communicate any accommodations to your instructors. This reduces your logistical workload and means you aren't at the mercy of five professors' unique course policies.

Can you collaborate with classmates on assignments or quizzes? As noted above, you cannot work with other students on the quizzes in this course. You are welcome to discuss assignments with your peers, share ideas, and give each other feedback. However, the work you ultimately submit must be your own (unless the assignment instructions explicitly allow for group work).

Will plagiarism software be used? I will review course submissions with Urkund to ensure that all students are being fairly graded on their own work. I do not rely on numeric information provided by Urkund—I don't find those numbers useful. Instead, I scan the analyzed text for any clear red flags, such as large amounts of copied text. I assume good faith unless there is a clear reason to suspect genuine plagiarism.

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. At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all of 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.

Information: https://www.dal.ca/dept/university_secretariat/academic-integrity.html

What if you have accessibility needs? I am committed to making this course accessible to all students. As a general practice, I will caption lecture videos and 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 re-submit requests each year, though older documentation can often be used to support the request. More information at the link above.

Where can you learn about important Dalhousie policies? I will link to a number of policies in the General Resources section of our Brightspace page. 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. Don't hesitate to contact me with questions or concerns!

University Policies and Statements

This course is governed by the academic rules and regulations set forth in the University Calendar and by Senate

Academic Integrity

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all of 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.

Information: https://www.dal.ca/dept/university_secretariat/academic-integrity.html

Accessibility

The Advising and Access Services Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (Canada and Nova Scotia).

Information: https://www.dal.ca/campus_life/academic-support/accessibility.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.

Code: https://www.dal.ca/dept/university_secretariat/policies/student-life/code-of-student-conduct.html

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

Statement: <http://www.dal.ca/cultureofrespect.html>

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 (1321 Edward St) (elders@dal.ca).

Information: https://www.dal.ca/campus_life/communities/indigenous.html

Important Dates in the Academic Year (including add/drop dates)

<https://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=117&chapterid=-1&topicgroupid=31821&loaduserredits=False>

University Grading Practices

https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html

Student Resources and Support

Advising

General Advising https://www.dal.ca/campus_life/academic-support/advising.html

Science Program Advisors: <https://www.dal.ca/faculty/science/current-students/undergrad-students/degree-planning.html>

Indigenous Student Centre: https://www.dal.ca/campus_life/communities/indigenous.html

Black Students Advising Centre: https://www.dal.ca/campus_life/communities/black-student-advising.html

International Centre: https://www.dal.ca/campus_life/international-centre/current-students.html

Academic supports

Library: <https://libraries.dal.ca/>

Writing Centre: https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html

Studying for Success: https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html

Copyright Office: <https://libraries.dal.ca/services/copyright-office.html>

Fair Dealing Guidelines <https://libraries.dal.ca/services/copyright-office/fair-dealing.html>

Other supports and services

Student Health & Wellness Centre: https://www.dal.ca/campus_life/health-and-wellness.html

Student Advocacy: <https://dsu.ca/dsas>

Ombudsperson: https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html

Safety

Biosafety: <https://www.dal.ca/dept/safety/programs-services/biosafety.html>

Chemical Safety: <https://www.dal.ca/dept/safety/programs-services/chemical-safety.html>

Radiation Safety: <https://www.dal.ca/dept/safety/programs-services/radiation-safety.html>

Scent-Free Program: <https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>

Dalhousie COVID-19 information and updates: <https://www.dal.ca/covid-19-information-and-updates.html>