

Development of Social Behaviour Syllabus

Department of Psychology and Neuroscience

Faculty of Science Course Syllabus

PSYO 4090.03 Fall 2023

*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.

| Course Instructor | Email | Office Hours |
|---------------------------|--|--|
| Dr. Sophie Jacques | Sophie.jacques@dal.ca | Tuesdays 10:30 to 11:30 am LSC-Psychology 2531 or by appointment |

Course Description

The purpose of this seminar is to familiarize students with research on the development of self-control, including experimental design, theory, and applied research. The course also is designed to provide students with the opportunity to think critically about research in this content area and to present about it.

Course Prerequisites

Instructor permission required.

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>**Course Structure**

The course will be delivered in person (**Attendance is mandatory and attendance will be taken.**) It will take the form of a discussion-based seminar course with student formal presentations during part of the seminar, and discussions on related topics following presentations.

Seminars: Tuesdays 08:35 am to 10:25 am in LSC-Common C210**Course Materials**

References for **required and additional** readings for the first half of the course are available on pp. 7-8. References for readings for the student co-led seminars later in the course will become available on Brightspace 1-2 weeks before they are discussed in seminars.

Course Assessments

| Assessment Components | Weight (% of final grade) | Due Dates |
|---|----------------------------------|-------------------------------------|
| 1. Seminar Attendance and Participation | 20% | Throughout the term |
| 2. Discussion Questions on Required Readings | 20% | Throughout the term |
| 3. Seminar Presentation 1 | 15% | Once during the term (<i>TBD</i>) |
| 4. Annotated Bibliography for Co-Led Seminar | 15% | 2-3 wks before Presentation 2 |
| 5. Co-Leading a Seminar and Presentation 2 | 20% | Once during the term (<i>TBD</i>) |
| 6. Peer Rankings | 10% | Due Nov 29 (by email) |
| Total | 100 marks | |

Additional Information on Each Assessment Component

1. Seminar Attendance and Participation (20 marks)

- Up to 2 marks will be given for **active attendance and participation** in each of 10 scheduled seminars, except for Seminar 1 and the seminar that students co-lead (20 marks). **Use of cell phones or other electronic devices will result in loss of all attendance and participation marks for that seminar.**
- **Attendance and Participation marks will be lost for seminars missed without appropriate documentation or a signed Student Declaration of Absence Form** (leaving early or arriving late without prior approval will also result in a penalty).

2. Discussion Questions (20 marks)

- Up to 2 marks will be granted for online submission of 2 thoughtful discussion questions on the required article(s) for the 10 seminars in which students are **not** co-leading a seminar (no questions required for the first class either).
- Highest marks will be given for questions suggesting deep and thoughtful processing of the required articles and integration of these articles with other previous readings, presentations, and seminar discussions.
- Discussion questions must be posted **anonymously** on **Brightspace Discussion Board by 5:00 pm on the day before the relevant seminar.**
- **Discussion question marks will be lost for any seminars missed without appropriate documentation or a signed Student Declaration of Absence Form.**

3. Seminar Presentation 1 (15 marks)

- For Seminars 3 to 6, three students will each be responsible for a **15-minute** presentation on **one** of the “Additional Readings”.
- Highest marks will be given for presentations suggesting deep and thoughtful processing of the assigned additional reading, identification of important links between it and the required articles (as well as previously covered materials) and clear and selective presentation of the key points of each article. **Clear presentation of important methodological details** (with good illustrative examples) will be particularly important.
- **PLEASE EMAIL ME YOUR SLIDES IN PDF FORMAT 1 HOUR BEFORE YOUR PRESENTATION.** As part of your marks will come from your slides, I need them ahead of time to write comments on them.

4. Annotated Bibliography for Co-Led Seminar (15 marks)

- For Seminars 7 to 12, two students will be responsible for co-leading a seminar on their assigned topic.
- **All students will be individually responsible for identifying 10-12 key articles on their selected topic. Students must prepare their list on their own.** *Some of the articles should be short recent key reviews of the topic and (2) some articles should be recent empirical papers that provide concrete developmental examples of research on the topic.* For each article, students need to provide 1 or 2 sentences for why the article is important for their seminar.
- Two or three weeks before the seminar in question, students will jointly meet with Sophie to discuss each student’s list. Via discussion, a subset of 3-4 articles will be selected for the seminar and made available to other students one or two weeks before the relevant seminar. One to two articles will be listed as required reading by other students, and the rest will be additional readings (and presented by the seminar leaders).

- Highest marks will be assigned based on the quality of the literature search and how relevant and current the articles selected are with respect to course content. **All students are expected to prepare their list on their own. Only after meeting with Sophie, should the co-leaders then meet to discuss the structure of their seminar.**
5. **Co-Led Seminar + Presentation 2 (20 marks)**
- As mentioned, for Seminars 7 to 12, two students will be responsible for co-leading the seminar for their assigned topic.
 - Although students are expected to meet and combine efforts (*after* annotated bibliographies are submitted), each student will be marked individually on their **15-minute** formal presentation of additional article(s) for which they are responsible (15 marks) and for their individual roles in leading the seminar and how well the team seemed to work together (5 marks).
 - **PLEASE EMAIL ME YOUR SLIDES IN PDF FORMAT 1 HOUR BEFORE YOUR PRESENTATION.**
6. **Rankings from Peers (10 marks)**
- Each student will submit a list that **rank orders all their peers** in terms of their (1) **preparedness** and (2) **contributions** to seminar discussions over the entire term. I will then total the rank orderings across all peers to determine a final grade out of 10 for each student. I will provide more information about how to go about ranking peers later in the term.
 - These rankings will be **confidential** (I will be the only one to know how you ranked other people).
 - Students who do not submit by email their rank orderings of their peers will receive a **zero** for their own peer rankings component.

Thus, 46% of marks come from attending, participating, and generating discussion questions for seminars during which students are NOT presenting, and 54% of marks come from the two seminars during which students present.

Conversion of numerical grades to Final Letter Grades follows the Dalhousie Grade Scale

| | | | |
|-------------|------------|------------|-----------|
| A+ (90-100) | B+ (77-79) | C+ (65-69) | D (50-54) |
| A (85-89) | B (73-76) | C (60-64) | F (<50) |
| A- (80-84) | B- (70-72) | C- (55-59) | |

Course Policies

Course Announcements. All students are responsible for **all** announcements made in class *even in their absence*. It is students' responsibility to get information **from classmates** (*not* from me) on any potential announcements made in class in their absence. **Students are also responsible for knowing the information presented in this course syllabus.**

To complete the course satisfactorily, students must fulfill all the requirements as set down in the course outline.

Cancelled Seminars. If a seminar is cancelled because Dalhousie is closed due to weather or other unexpected reason, **it will be rescheduled on Dec 7**, so all students should plan on being available for that seminar, as they may be the ones required to present on that day. However, potential alternative arrangements will also be discussed via email to determine if there is a better time for most people.

Seminar Attendance. As this is a discussion-based course, its success is entirely dependent on attendance and active participation by everyone. Consequently, students are expected to attend ALL seminars, to have read all required readings beforehand, and to contribute to the discussion about these readings and about the topic, more generally. Attendance will be taken during all seminars. Any student who misses a seminar without appropriate documentation or a signed Student Declaration of Absence Form will lose attendance-participation and discussion question marks for that seminar. Thus, **a total of 4% will be lost per seminar missed** at which a student was not scheduled to present. If a student misses a seminar at which they are supposed to present, they will lose all marks for that presentation and leading it (if applicable) in addition to relevant attendance and participation/discussion marks. ***Leaving early or arriving late will also result in a penalty.***

Students are expected to be present in both mind AND body, thus the use of electronics during seminars is limited. Cell phones, computers or other electronic devices are not allowed during this seminar (except for powerpoint presentations or note taking during seminars that students lead). Any other use of these devices will result in a loss of all attendance/participation marks for the seminar unless there is a valid reason for doing so. Please discuss any need to do so with me ahead of classes.

Course Policies related to Academic Integrity

All work submitted in this course is expected to be your own. As described above, you must prepare your annotated bibliography on your own. **Also do not use generative AI and large language models (e.g., ChatGPT) to prepare Discussion Questions, Annotated Bibliographies or Presentations.**

Course Policies on Missed or Late Academic Requirements

Student Accessibility Plan

Any student who has an existing Student Accessibility Plan must ensure that their advisor in the Student Accessibility Centre forwards the plan to me. Make-up and/or prorating options for missed or late work will be developed on a case-by-case basis depending on any course component(s) missed and the nature and extend of students' difficulties.

Long-term Versus Short-term Illnesses or Other Valid Personal Issue

Long-term mental or physical health issues may require students to miss more than 3 days of school. If this occurs, then students will need to contact me asap so that we can develop a plan. Students will be directed to the Student Accessibility Center, and/or Patricia Laws, Assistant Dean of Student Affairs for mental or physical health issues that require extended accommodations. Make-up and/or prorating options for missed or late work will be developed on a case-by-case basis depending on the course component(s) missed and the nature and extend of students' difficulties. Documentation from appropriate sources may be required.

Short-term illnesses or medical issues, or personal issues are ones that require students to miss 3 or fewer school days because of **debilitating distress or illness**. No documentation from professionals is required.

- **Only one STUDENT DECLARATION OF ABSENCE (SDA) form will be allowed for this course over the entire term.**
- Students must contact me ***before or on the same day*** as the component that will be missed.

- Students are required to **submit** the SDA form to me **via email** within **one (1) week** from the date of absence.
- Any subsequent missed or late component will be marked as zero or penalized accordingly (i.e., students will not be allowed to “pick and choose” which component is to be marked as zero).
- Missed components for short-term illnesses will be handled in the follow way:
 - **For seminars during which a student is not presenting**, marks will be pro-rated using other similar course components. That is, prorating of a missed seminar will be done using marks for attendance, participation, and discussion question marks for the other non-presenting seminars.
 - **For seminars during which a student is presenting**, students will be expected to present their prepared talk at a later point (either in the next seminar or by alternate arrangement with me). **If students miss the seminar for which they were expected to co-lead, in addition to submitting/presenting their formal presentation 1 week later, they will need to submit a 3-page paper by the end of term to make up for the 5 marks that will not be assigned for co-leading the seminar.** Details of the topic of the paper will be worked out at the time.

Course Learning Objectives and Outcomes

The purpose of this seminar is to familiarize students with research on the development of self-control. By the end of the course, students should be able to:

- define and recognize instances of self-control and its development in the research literature and in real-world contexts
- identify basic methodologies used to assess various aspects of self-control and its development across the life span and in other species
- understand and evaluate theoretical, experimental and intervention approaches to self-control
- critically read, evaluate, and present original research and theoretical articles
- research a specific topic on self-control and co-lead a seminar on it, identifying appropriate articles and leading discussions about them
- contribute to academic discussions

Course Content

Class Schedule

Attendance during seminars is mandatory and attendance will be taken. Attendance, participation, and discussion marks will be lost for any seminar missed without appropriate documentation or a Student Declaration of Absence Form completed (only one form will be accepted over the course of the term)

| DATE | TOPIC | READINGS |
|--------|---|-------------------------------------|
| Sep 05 | SEMINAR 1: Course Introduction/Housekeeping (S Jacques) | |
| Sep 12 | SEMINAR 2: Defining Self-Control (Leader: S Jacques) | Readings R01,R02 |
| Sep 19 | SEMINAR 3: Theoretical Approaches to Self-Control I—Executive Functions (3 Presenters: BR, MA, MBro) | Readings R03,R04,R05 A01,A02,A03 |
| Sep 26 | SEMINAR 4: Theoretical Approaches to Self-Control II—Other Approaches (3 Presenters: GM, MBri, KA) | Readings R06,R07,R08 A04,A05,A06 |
| Oct 03 | SEMINAR 5: Emotions and Self-Control (3 Presenters: HR, WE, MM) (Seminar 07: Reading list due/discussion meeting with Sophie to be held) | Readings R09,R10,R11 A07,A08,A09 |
| Oct 10 | SEMINAR 6: Training Self-Control (3 Presenters: TBA, NT, PJ) (Seminar 08: Reading list due/discussion meeting with Sophie to be held) | Readings R12,R13 A10,A11,A12 |
| Oct 17 | SEMINAR 7: Self-Control and Developmental Disorders (Leaders: MM & NT) (Seminar 09: Reading list due/discussion meeting with Sophie to be held) | Readings TBA |
| Oct 24 | SEMINAR 8: Neurophysiological Correlates of Self-Control (Leaders: MA & TBA) (Seminar 10: Reading list due/discussion meeting with Sophie to be held) | Readings TBA |
| Oct 31 | SEMINAR 9: SES and Self-Control (Leaders: MBri & WE) (Seminar 11: Reading list due/discussion meeting with Sophie to be held) | Readings TBA |
| Nov 7 | SEMINAR 10: Clinical Disorders/Mental Health & Self-Control (Leaders: HR & GM) (Seminar 12: Reading list due/discussion meeting with Sophie to be held) | Readings TBA |
| Nov 14 | <i>Study Week – No Class</i> | |
| Nov 21 | SEMINAR 11: Addictions (Leaders: PJ & MBro) | Readings TBA |
| Nov 28 | SEMINAR 12: Schooling and Self-Control (Leaders: BR & KA) | Readings TBA |

Potential Topics for Seminars 7-12

- Academic Outcomes Associated w/ Self-Control
- Aging and Self-Control
- Behavioural Outcomes Associated w/ Self-Control
- Bilingual Language Development and Self-Control
- Cognitive Development and Self-Control
- Cultural Differences in Self-Control
- Gender/Sex and Self-Control Development
- Language Development and Self-Control
- Neurophysiological Correlates of Self-Control
- Parenting and Self-Control Development
- Physical Health Outcomes Associated w/ Self-Control
- Risk-taking and Self-Control Development
- Schooling and Self-Control Development
- Self-Control and Alcohol/Drug/Social Media Addictions
- Self-Control and Biases (e.g., Stereotypes)
- Self-Control and Clinical Disorders/Mental Health

- Self-Control and Consumer Behaviours
- Self-Control and Developmental Disorders
- Self-Control and Psychological Distancing
- Self-Control in Nonhuman Species
- SES and Self-Control Development
- Social Development and Self-Control

Timeline for Co-Led Seminars

- Two/three weeks before seminar: **Go over separate annotated bibliographies with Sophie (Required)**
- One/two weeks before seminar: **Finalize reading list and distribute reference list on Brightspace (Required)**
- One or more day(s) before seminar: Meet with Sophie to go over seminar structure, ask questions and/or discuss any other arising matters (**Optional; at students' request**)
- Seminar day: Co-lead seminar: A 15-minute presentation each + co-lead discussion of required article(s) (**Required**)

List of Required (R) and Additional (A) Readings**SEMINAR 2: Defining Self-Control****REQUIRED READINGS OF ALL STUDENTS**

- R01. Gagne, J. R. (2017). Self-control in childhood: A synthesis of perspectives and focus on early development. *Child Development Perspectives, 11*(2), 127-132.
- R02. Nigg, J. T. (2017). Annual research review: On the relations among self-regulation, self-control, executive functioning, effortful control, cognitive control, impulsivity, risk-taking, and inhibition for developmental psychopathology. *Journal of Child Psychology and Psychiatry, 58*(4), 361-371***. + Commentary by Eisenberg

SEMINAR 3: Theoretical Approaches to Self-Control I—Executive Functions**REQUIRED READINGS OF ALL STUDENTS**

- R03. Hofmann, W., Schmeichel, B. J., & Baddeley, A. D. (2012). Executive functions and self-regulation. *Trends in Cognitive Sciences, 16*(3), 174-180.
- R04. Munakata, Y., Snyder, H. R., & Chatham, C. H. (2012). Developing cognitive control: Three key transitions. *Current Directions in Psychological Science, 21*(2), 71-77.
- R05. Zelazo, P. D., & Carlson, S. M. (2012). Hot and cool executive function in childhood and adolescence: Development and plasticity. *Child Development Perspectives, 6*(4), 354-360.

ADDITIONAL READINGS FOR INDIVIDUAL STUDENT PRESENTATIONS

- A01. (BR) Bruce, M., Ermanni, B., & Bell, M. A. (2023). The longitudinal contributions of child language, negative emotionality, and maternal positive affect on toddler executive functioning development. *Infant Behavior and Development, 72*, 101847.
- A02. (MA) Reilly, S. E., Downer, J. T., & Grimm, K. J. (2022). Developmental trajectories of executive functions from preschool to kindergarten. *Developmental Science, 25*(5), e13236.
- A03. (MBro) Enkavi, A. Z., Eisenberg, I. W., Bissett, P. G., Mazza, G. L., MacKinnon, D. P., Marsch, L. A., & Poldrack, R. A. (2019). Large-scale analysis of test–retest reliabilities of self-regulation measures. *Proceedings of the National Academy of Sciences, 116*(12), 5472-5477.

SEMINAR 4: Theoretical Approaches to Self-Control II—Other Approaches**REQUIRED READINGS OF ALL STUDENTS**

- R06. Mischel, W., Ayduk, O., Berman, M. G., Casey, B. J., Gotlib, I. H., Jonides, J., ... & Shoda, Y. (2010). 'Willpower' over the life span: Decomposing self-regulation. *Social Cognitive & Affective Neuroscience, 6*(2), 252-256.
- R07. Wegner, D. M. (2011). Setting free the bears: Escape from thought suppression. *American Psychologist, 66*(8), 671-680.
- R08. Duckworth, A. L., & Steinberg, L. (2015). Unpacking self-control. *Child Development Perspectives, 9*(1), 32-37.

ADDITIONAL READINGS FOR INDIVIDUAL STUDENT PRESENTATIONS

- A04. (GM) Ravindran, N., Genaro, B. G., & Cole, P. M. (2021). Parental structuring in response to toddler negative emotion predicts children's later use of distraction as a self-regulation strategy for waiting. *Child development, 92*(5), 1969-1983.
- A05. (MBri) Berzenski, S. R., & Yates, T. M. (2021). A transactional model of expressive control and inhibitory control across childhood. *Social Development, 30*(3), 748-766.
- A06. (KA) Wang, D., Hagger, M. S., & Chatzisarantis, N. L. (2020). Ironic effects of thought suppression: a meta-analysis. *Perspectives on Psychological Science, 15*(3), 778-793.

SEMINAR 5: Emotions and Self-Control**REQUIRED READINGS OF ALL STUDENTS**

- R09. Eisenberg, N., & Spinrad, T. L. (2004). Emotion-related regulation: Sharpening the definition. *Child Development, 75*(2), 334-339.
- R10. Casey, B. J., & Caudle, K. (2013). The teenage brain: Self-control. *Current Directions in Psychological Science, 22*(2), 82-87.
- R11. Gross, J. J. (2013). Emotion regulation: Taking stock and moving forward. *Emotion, 13*(3), 359-365.

ADDITIONAL READINGS FOR INDIVIDUAL STUDENT PRESENTATIONS

- A07. (HR) Hughes, C., Foley, S., Browne, W., McHarg, G., & Devine, R. T. (2023). Developmental links between executive function and emotion regulation in early toddlerhood. *Infant Behavior and Development, 71*, 101782.
- A08. (WE) Chaku, N., Hoyt, L. T., & Barry, K. (2021). Executive functioning profiles in adolescence: Using person-centered approaches to understand heterogeneity. *Cognitive Development, 60*, 101119.
- A09. (MM) Scheibe, S., & Blanchard-Fields, F. (2009). Effects of regulating emotions on cognitive performance: What is costly for young adults is not so costly for older adults. *Psychology and aging, 24*(1), 217.

SEMINAR 6: Training Self-Control**REQUIRED READINGS OF ALL STUDENTS**

- R12. Scionti, N., Cavallero, M., Zogmaister, C., & Marzocchi, G. M. (2020). Is cognitive training effective for improving executive functions in preschoolers? A systematic review and meta-analysis. *Frontiers in psychology, 10*, 2812.
- R13. Tang, Y. Y., Tang, R., Posner, M. I., & Gross, J. J. (2022). Effortless training of attention and self-control: Mechanisms and applications. *Trends in Cognitive Sciences, 26*(7), 567-577.

ADDITIONAL READINGS FOR INDIVIDUAL STUDENT PRESENTATIONS

- A10. (TBA) Liu, H., Qi, Y., Zhang, H., Liang, Y., Lu, L., Zhou, J., ... & Yu, X. (2023). Training and asymmetrical transfer effects of working memory and inhibitory control in primary school children. *Journal of Experimental Child Psychology, 227*, 105603.
- A11. (NT) Rezende, G., Le Stanc, L., Menu, I., Cassotti, M., Aïte, A., Salvia, E., ... & Cachia, A. (2023). Differential effects of mindfulness meditation and cognitive training on cool and hot inhibitory control in children and adolescents. *Journal of Experimental Child Psychology, 235*, 105741.
- A12. (PJ) Zuber, S., Joly-Burra, E., Mahy, C. E., Loaiza, V., & Kliegel, M. (2023). Are facet-specific task trainings efficient in improving children's executive functions and why (they might not be)? A multi-facet latent change score approach. *Journal of Experimental Child Psychology, 227*, 105602.

SEMINARS 7 THROUGH 12

References for required and additional readings for each of these seminars will be made available via email about 1 week before the relevant seminar.

University Policies and Statements

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/dept/university_secretariat/policies/academic/student-submission-of-assignments-and-use-of-originality-checking-software-policy-.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.