

**PSY 1050 / UGB 257S States of Consciousness**  
**2007-08, 2<sup>nd</sup> Term**  
**Department of Psychology**  
**The Chinese University of Hong Kong**

**1. Course Description: What is the course about?**

Consciousness is arguably the most important yet mysterious nature of human existence. This course is designed to provide a broad survey of the various topics related to consciousness. We will discuss the scientific study, philosophical implications, and applications of various topics, including attention, visual awareness, brain decoding and mind reading, imagery, dreaming, hypnosis, meditation, qualia, attention, illusions, unconscious perception, machine consciousness etc.

**2. Learning Approach: How does the course help you learn about consciousness?**

Through lectures students will obtain the basic understanding of different topics related to consciousness and the scientific tools in its study. Tutorials will include a variety of activities, including group discussions, games, demos, video viewing, etc., to help you further understand and reflect on issues related to the study of consciousness and on the implications of those issues in real life.

**3. Prerequisites: What knowledge do you need before taking this course?**

No courses have to be taken as the prerequisite.

**4. Contact Information of Teaching Members**

<b>Lecturer:</b>	
Name:	Prof. Alan Chun-Nang Wong
Office Location:	Sino Building 334
Telephone:	2609-6505
Email:	alanwong@psy.cuhk.edu.hk
Lecture Time & Venue:	<b>Friday 1:30-3:15pm (CKB LT3)</b>
Consultation Hours:	Mon 2-4pm
Website:	<a href="http://www.psy.cuhk.edu.hk/en/people/alanwong/index.html">http://www.psy.cuhk.edu.hk/en/people/alanwong/index.html</a>

<b>Teaching Assistants:</b>		
Name:	Andus Wong	Joanna Li
Office Location:	SB 339	SB 326C
Telephone:	2609-6724	31634378
Email:	wkwong@psy.cuhk.edu.hk	xxli@psy.cuhk.edu.hk
Tutorial Venue:	<b>Wed 12:30-1:15pm CKB LT3</b>	<b>Wed 12:30-1:15pm CKB LT3</b>
Consultation Hours:	Fri 3:30-5:15pm	Wed 1:30-3:30 pm

## 5. Course Content

Topics	Contents/fundamental concepts
1. What is consciousness?	What it means to understand consciousness; different approaches to the study of consciousness; the use of psychology and neuroscience methods.
<b>Altered states of consciousness</b>	
2. Sleep and dream	Circadian rhythm; sleep stages and functions; dreams and dream cycles; dream theories; dream interpretation.
3. Sleep abnormalities	Different disorders including insomnias, parasomnias, hypersomnia, apnea, narcolepsy, cataplexy, and hypnagogic hallucinations; lucid dream.
4. Drug, meditation, and biofeedback	Drug types and mechanisms; meditation types and physiological correlates; history of biofeedback; controversies involved.
5. Hypnosis	History, procedures, applications, and controversies about hypnosis.
<b>Waked consciousness</b>	
6. Attention: awareness of things out there	How do we become aware or unaware of events out there? Change blindness, attentional blink, inhibition of return, etc.
7. Creations of the mind	How does our mind create our subjective perception of the environment? Binocular rivalry and multi-stable perception, perceptual filling-in, phantom limb, visual imagery, illusions, etc.
8. Unconscious perception and ESP	History, effects, applications, and theoretical considerations; implicit learning
9. Brain decoding and mind reading	How to read peoples' minds by monitoring their brain activities? Applications and debates about brain decoding.
<b>Other issues</b>	
10. Do animals and machines have consciousness	What methods have been proposed to test for the existence of consciousness in non-humans? How to produce a conscious agent? Theoretical issues.
11. Can we locate consciousness in the brain?	Neural correlates of consciousness; strength and limitations of the neuroscience approach
12. Conclusion	After knowing so much, do we understand consciousness now? What else do we need to know and ask about?

**6. Expected Learning Goals**

<b>Learning Goals:</b>
<ol style="list-style-type: none"> <li>1. Understand the phenomena related to consciousness</li> <li>2. Equip with the research methods in experimental psychology</li> <li>3. Develop critical thinking skills in consciousness studies</li> <li>4. Apply and relate consciousness studies to daily issues</li> <li>5. Recognize the values in consciousness studies</li> <li>6. Gain effective communication skills</li> </ol>

**7. Expected Learning Outcomes**

<b>Learning Outcomes:</b>	<b>Matching of learning goals:</b>								
<p>Upon completion of this course, students will be expected to:</p> <table border="1" style="width: 100%;"> <tr> <td> <p>Learning Outcome 1</p> <ul style="list-style-type: none"> <li>▪ understand, relate and apply the key phenomena and theories of consciousness in daily circumstances</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>√ Learning Goal 1</li> <li>√ Learning Goal 4</li> <li>√ Learning Goal 5</li> </ul> </td> </tr> <tr> <td> <p>Learning Outcome 2</p> <ul style="list-style-type: none"> <li>▪ familiarize with the key classical and contemporary experimental studies and findings related to consciousness</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>√ Learning Goal 1</li> <li>√ Learning Goal 2</li> <li>√ Learning Goal 5</li> </ul> </td> </tr> <tr> <td> <p>Learning Outcome 3</p> <ul style="list-style-type: none"> <li>▪ conceptualize, structure, articulate and present original ideas, both in written assignments and during tutorial discussions, on consciousness-related topics</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>√ Learning Goal 3</li> <li>√ Learning Goal 4</li> <li>√ Learning Goal 6</li> </ul> </td> </tr> <tr> <td> <p>Learning Outcome 4</p> <ul style="list-style-type: none"> <li>▪ design, direct and regulate own study plan for learning, from identifying the problem, setting learning objectives, researching on relevant information, reflecting on what has been learnt, to applying the knowledge to future problems</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>√ Learning Goal 2</li> <li>√ Learning Goal 3</li> <li>√ Learning Goal 4</li> <li>√ Learning Goal 6</li> </ul> </td> </tr> </table>	<p>Learning Outcome 1</p> <ul style="list-style-type: none"> <li>▪ understand, relate and apply the key phenomena and theories of consciousness in daily circumstances</li> </ul>	<ul style="list-style-type: none"> <li>√ Learning Goal 1</li> <li>√ Learning Goal 4</li> <li>√ Learning Goal 5</li> </ul>	<p>Learning Outcome 2</p> <ul style="list-style-type: none"> <li>▪ familiarize with the key classical and contemporary experimental studies and findings related to consciousness</li> </ul>	<ul style="list-style-type: none"> <li>√ Learning Goal 1</li> <li>√ Learning Goal 2</li> <li>√ Learning Goal 5</li> </ul>	<p>Learning Outcome 3</p> <ul style="list-style-type: none"> <li>▪ conceptualize, structure, articulate and present original ideas, both in written assignments and during tutorial discussions, on consciousness-related topics</li> </ul>	<ul style="list-style-type: none"> <li>√ Learning Goal 3</li> <li>√ Learning Goal 4</li> <li>√ Learning Goal 6</li> </ul>	<p>Learning Outcome 4</p> <ul style="list-style-type: none"> <li>▪ design, direct and regulate own study plan for learning, from identifying the problem, setting learning objectives, researching on relevant information, reflecting on what has been learnt, to applying the knowledge to future problems</li> </ul>	<ul style="list-style-type: none"> <li>√ Learning Goal 2</li> <li>√ Learning Goal 3</li> <li>√ Learning Goal 4</li> <li>√ Learning Goal 6</li> </ul>	<p>Each learning outcome matches with the following learning goals:</p>
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## 8. Learning Activities

	<b>Interactive Lecture</b>	<b>Tutorial</b>	<b>Paper Workshop / Quiz Review</b>	<b>Self-directed Study</b>
<b>Time per week</b>	2 hours in-class  Fri: 1:30-3:15pm	1 hours in-class  Wed: 12:30-1:15pm	1 hours in-class  Wed: 12:30-1:15pm	3 hours out-of-class
<b>Venue</b>	CKB LT3	CKB LT3	CKB LT3	Out of class
<b>No. of sessions in total</b>	12 lectures	8 tutorials	3 tutorials	--
<b>Attendance</b>	Optional	Optional	Optional	--
<b>Teaching Member(s)</b>	Lecturer	Teaching assistants	Teaching assistants	Self-initiated by students
<b>Matching with learning goals (LG)</b>	√ LG 1 √ LG 2 √ LG 5 √ LG 6	√ LG 1 √ LG 2 √ LG 3 √ LG 4 √ LG 5 √ LG 6	√ LG 1 √ LG 3 √ LG 4 √ LG 5 √ LG 6	√ LG 3 √ LG 4 √ LG 5
<b>Matching with learning outcomes (LO)</b>	√ LO 1 √ LO 2	√ LO 1 √ LO 3	√ LO 1 √ LO 3	√ LO 4

Four different types of learning activities will be adopted in this course:

### I. **Interactive Lectures**

- Present an overview of consciousness-related concepts, terminologies, theories and experimental findings, both classical and contemporary
- Discuss in the class controversial topics about the scientific study of consciousness.
- Engage the class in interactive activities in consolidating understanding on consciousness-related psychological concepts, terminologies, and theories.

### II. **Tutorials**

- Introduce, through demonstrations, games, videos, etc, different scientific attempts to study consciousness.
- Discuss in small groups the problem-based task, either daily life issues or fictional scenarios, and to explore and apply concepts, terminologies and theories related to consciousness.

### III. **Paper Workshop / Quiz Review**

- Express and comment on paper ideas and discuss quiz questions.

### IV. **Self-directed Studies**

- Let students take responsibility for design, direct and regulate their own learning about consciousness, to consolidate knowledge, critical thinking skills, and personal reflection on consciousness-related topics to pursue further learning.

## 9. Assessment Scheme

Assessment Mode:	Matching of learning goals:				
<p>Students will be assessed in the form of:</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> <p>1. <b>Formative assessment</b> (measures what you have learnt at different stages during the course)</p> </td> <td style="width: 50%;"> <p>√ Learning Goal 1 √ Learning Goal 2 √ Learning Goal 5</p> </td> </tr> <tr> <td> <p>2. <b>Authentic assessment</b> (measures various abilities that you can apply to address real-life problems or fictional scenarios)</p> </td> <td> <p>√ Learning Goal 3 √ Learning Goal 4 √ Learning Goal 6</p> </td> </tr> </table>	<p>1. <b>Formative assessment</b> (measures what you have learnt at different stages during the course)</p>	<p>√ Learning Goal 1 √ Learning Goal 2 √ Learning Goal 5</p>	<p>2. <b>Authentic assessment</b> (measures various abilities that you can apply to address real-life problems or fictional scenarios)</p>	<p>√ Learning Goal 3 √ Learning Goal 4 √ Learning Goal 6</p>	<p>Each assessment mode matches with the following learning goals:</p>
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<p>2. <b>Authentic assessment</b> (measures various abilities that you can apply to address real-life problems or fictional scenarios)</p>	<p>√ Learning Goal 3 √ Learning Goal 4 √ Learning Goal 6</p>				

Assessment Scheme	Description	Weight	Matching with assessment mode (AS)
Quizzes	<p>Multiple-choice questions covering the entire course. Quiz 1 (40%): Lect. 1-5 &amp; Tuto. 1-4 Quiz 2 (40%): Lect. 6-10 &amp; Tuto. 5-10</p>	80%	<p>√ AM 1 √ AM 2</p>
Paper assignment	<p>This assignment provides a chance for students to research more deeply into specific consciousness-related topics, reflecting on the scientific and/or daily-life implications of theories or findings.</p> <ul style="list-style-type: none"> <li>- Submission of topic and questions (3%)</li> <li>- Final paper (17%)</li> </ul>	20%	<p>√ AM 2</p>

### Note:

- Absentees from a quiz for unjustified reasons will not be granted a make-up quiz and will be given a “0” for that quiz. Students with justified reasons will be given a make-up quiz with essay questions. The instructor and the teaching assistants reserve the rights for the final decision to grant or not to grant a make-up quiz to a particular student.
- The paper assignment should consist of no more than 5 pages (not including references) with 1-inch margins and double-line spacing. See the paper guideline document for further details.

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## **10. Learning resources**

### **Class notes:**

Due to the wide range of topics involved and the surge of scientific studies of consciousness in recent years, there is not yet a single textbook for this class. Instead class handouts will be provided.

### **Other recommended readings:**

A list of reading are listed in later sessions. Beginners' readings will be highlighted and you may begin with them to start understanding more about certain topics.

## **11. Course Updates**

CUForum (<https://cuforum.cuhk.edu.hk/>) will be adopted in this course for posting course notes, announcements, submitting on-line assignments, etc.

For students who are not familiar with the platform of CUForum, you are recommended to read the instructions and guidelines of how to use CUForum once you logged onto CUForum.

## **12. Feedback for evaluation**

Students are welcome to give comments and feedback at any time during the class. Stop by to talk to the instructor or teaching assistants. You can also send us emails or post your comments on CUForum.

Around Week 6-7 of the course, we will ask you to give us comments and feedback through an open-ended questionnaire. Some questions will be like “things that you like and do not like about this course”, “suggestions on enhancing the course”, and etc.

### 13. Course schedule

Week	Date	Topic
1	9 Jan. 11 Jan.	Introduction <b>Lecture 1:</b> What is consciousness?
2	16 Jan. 18 Jan.	<b>Tutorial 1:</b> Paper workshop <b>Lecture 2:</b> Sleep and dream
3	23 Jan. 25 Jan.	<b>Tutorial 2:</b> Dream interpretation <b>Lecture 3:</b> Sleep abnormalities
4	30 Jan. 1 Feb.	<b>Tutorial 3:</b> Eliciting lucid dream <b>Lecture 4:</b> Drug, meditation, and biofeedback
5	6 Feb. 8 Feb.	<b>Lunar New Year Holiday</b> <b>Lunar New Year Holiday</b>
6	13 Feb. 15 Feb.	<b>Tutorial 4:</b> Meditation (Exercise) <b>Lecture 5:</b> Hypnosis
7	20 Feb. 22 Feb.	<b>QUIZ 1</b> <b>Lecture 6:</b> Attention: awareness of things out there

**Reminder: Please submit your paper topic and questions before tutorial 5 (Feb 27).**

8	27 Feb. 29 Feb.	<b>Tutorial 5:</b> Quiz 1 review & paper workshop <b>Lecture 7:</b> Creations of the mind
9	5 Mar. 7 Mar.	<b>Tutorial 6:</b> Implicit learning <b>Lecture 8:</b> Unconscious perception and ESP
10	12 Mar. 14 Mar.	<b>Tutorial 7:</b> Where and when of consciousness <b>Lecture 9:</b> Brain decoding and mind reading
11	19 Mar. 21 Mar.	<b>Tutorial 8:</b> The use of brain decoding (Debate) <b>Easter Holiday</b>
12	26 Mar. 28 Mar.	<b>Tutorial 9:</b> Machine intelligence (Game) <b>Lecture 10:</b> Do animals and machines have consciousness?
13	2 Apr. 4 Apr.	<b>Tutorial 10:</b> How to study free will? <b>Ching Ming Festival</b>
14	9 Apr. 11 Apr.	<b>QUIZ 2</b> <b>Lecture 11:</b> Can we locate consciousness in the brain?
15	16 Apr. 18 Apr.	<b>Tutorial 11:</b> Quiz 2 review <b>Lecture 12:</b> Conclusion

**Reminder: The paper will be due on 30 Apr at 5pm.**

#### 14. Some suggested paper topics and readings (\* denotes beginners' reading)

**MindPapers Website** <<http://consc.net/mindpapers/>> - This link contains a large number of references (and some with text also!) related to the study of mind and consciousness.

##### More General Books about Consciousness

Baars, B. J. (1988). *A cognitive theory of consciousness*. New York: Cambridge University.

Baars, B. J., Banks, W. P., & Newman, J. B. (2003) (Ed.). *Essential sources in the scientific study of consciousness*. Cambridge, MA: MIT

Block, N., Flanagan, O. & Güzeldere, G. (1997). *The nature of consciousness: Philosophical debates*. MIT Press, Cambridge.

Chalmers, D. J. (1995). The puzzle of conscious experience. *Scientific American*, 273(6), 80-86.

Crick, F. (1994). *The Astonishing Hypothesis: The Scientific Search for the Soul*. New York: Charles Scribner's Sons

Cohen, J. D., & Schooler, J. W. (Eds.). (1997). *Scientific approaches to consciousness*. Mahwah, NJ: L. Erlbaum Associates.

Dennett, D. C. (1991). *Consciousness explained*. Little, Brown & Co, Boston.

Dennett, D., & Kinsbourne, M. (1992). Time and the Observer: the Where and When of Consciousness in the Brain. *Behavioral and Brain Sciences*, 15, 183-247.

\* Farthing, G. W. (1992). *The psychology of consciousness*. Englewood Cliffs, NJ: Prentice Hall.

Hobson, J. A. (1999). *Consciousness*. New York: Scientific American Library.

Nagel, T. (1974) "What Is It Like to Be A Bat?" *Philosophical Review*. 83, 435-450.

\* Wallace, B., & Fisher, L. E., (1999). *Consciousness and behavior*. Boston, MA: Allyn and Bacon.

##### Sleep and Dream

\* W & F (1999) pp.154-169, 178-180.

\* F (1992) pp.221-240, 289-313.

Bentley, E. (2000). *Awareness: biorhythms, sleep, and dreaming*. New York: Routledge.

Hartman, E. (1998). *Dreams and nightmares : the new theory on the origin and meaning of dreams*. New York : Plenum. (pp.225-299)

Hobson, J. A. (1988). *The Dreaming Brain*. New York: Basic Books.

Moffitt, A., Kramer, M., & Hoffmann, R. (1993). *The functions of dreaming*. Albany, NY: State University of NY.

Pressman, M. R., & Orr, W. C. (1997). *Understanding Sleep: The Evaluation and Treatment of Sleep Disorders*. Washington, DC: American Psychological Association.

Strauch, I., & Meier, B. (1996). *In search of dreams: results of experimental dream research*. Albany, NY: State University of NY.

##### Meditation and Biofeedback

\* W & F (1999) Chs 5-6.

Austin, J. H. (1998). *Zen and the brain: toward and understanding of meditation and consciousness*. Cambridge, MA: MIT Press.

Robbins, J. (2000). *A symphony in the brain : the evolution of the new brainwave biofeedback*. New York: Atlantic Monthly

##### Drugs

\* W & F (1999) Ch 3.

Grinspoon, L., & Bakalar, J. B. (1979). *Psychelelic drugs reconsidered*. New Yourk: Basic Books.

Hobson, J. A. (2001). *The dream drugstore : chemically altered states of consciousness*. Cambridge, MA: MIT.

##### Hypnosis

\* W & F (1999) Ch 4.

Erikson, M. H. (1980). *The nature of hypnosis and suggestion*. New York: Irvington.

O'Hanlon, W. H. (1987). *Taproots : underlying principles of Milton Erickson's therapy and hypnosis*. New York: Norton.

李中瑩 (2003). 情緒舒導學 : 現代心理治療技巧中的NLP治療法.

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### **Attention**

- \* Mack, Arien & Rock, Irvin (2003). Inattention blindness: An overview. *Current Directions in Psychological Science* 12 (5):180-184.
- \* Simons, D. J. (2000) Attentional capture and inattention blindness. *Trends in Cognitive Sciences*, 4, 147-155.
- Beck, Diane; Rees, Geraint; Frith, Christopher D. & Lavie, Nilli (2001). Change blindness and change awareness. *Nature Neuroscience* 4.
- Noë, Alva (2005). What does change blindness teach us about consciousness? *Trends in Cognitive Science* 9 (5):218.

### **Creations of the Mind**

- \* Kim, C.-Y., Blake, R. (2005). Psychophysical magic: rendering the visible “invisible”. *Trends in Cognitive Sciences*, 9(8), 381-388.
- \* Blake, R., & Logothetis, N. K. (2002). Visual competition. *Nat Rev Neurosci*, 3(1), 13-21.
- Ninio, Jacques & Philip, Franklin (2001). *The Science of Illusions*. Ithaca: Cornell University Press.
- Pylyshyn, Zenon (2004). Imagery. In R L. Gregory (ed.), *Oxford Companion to the Mind*. Oxford University Press.

### **Unconscious perception and ESP**

- \* C & S (1997) pp.125-134.
- \* W & F (1999) Ch 9.
- Alvarado, C. S. (1998). *ESP and altered states of consciousness: An overview of conceptual and research trends*. *Journal of Parapsychology*, 62, 27-63.
- Parker, A. (1975). *States of mind: ESP and altered states of consciousness*. London: Malaby Press.
- Stoerig, P., & Cowey, A. (1997). Blindsight in man and monkey. *Brain*, 120(Pt 3), 535-559.

### **Brain Decoding and Mind Reading**

- \* Nicoletis MA. (2003). Brain-machine interfaces to restore motor function and probe neural circuits. *Nat Rev Neurosci*, 4(5), 417-22.
- Spiers, H. J., & Maguire, E. A. (2007). Decoding human brain activity during real-world experiences. *Trends in Cognitive Sciences*, 11(8), 356-365.

### **Non-human Intelligence**

- \* The World First Self-Aware Robot and the Success of Mirror Image Cognition (Lecture at the Karlsruhe University and the Munich University, Germany), 8-Nov.-200
- \* Turing, Alan M. (1950). Computing machinery and intelligence. *Mind* 59 (October):433-60.
- Fetzer, J. H. (2005). *The evolution of intelligence: are humans the only animals with minds*. Chicago and La Salle: Open Court.
- Harnad, Stevan (1991). Other bodies, other minds: A machine incarnation of an old philosophical problem. *Minds and Machines* 1:43-54.

### **Brain Basis of Consciousness**

- \* Chalmers, D. (2000). “What is a Neural Correlate of Consciousness?” In *Neural Correlates of Consciousness: Empirical and Conceptual Questions*.
- \* Rees, G., Kreiman, G., & Koch, C. (2002). Neural correlates of consciousness in humans. *Nature Reviews Neuroscience*, 3, 261-270.
- Crick, F. (1994). *The astonishing hypothesis: the scientific search for the soul*. New York: Scribner.
- Grossenbacher, P. G. (2001) (Ed.). *Finding consciousness in the brain : a neurocognitive approach*. Philadelphia : John Benjamin.
- Jasper, H. H. (1998) (Ed.). *Consciousness : at the frontiers of neuroscience* Philadelphia : Lippincott-Raven.
- Koch, C. (2004). *The quest for consciousness: A neurobiological approach*. Roberts & Co, Englewood, Colorado.

## 15. Academic honesty and plagiarism

- Information regarding the academic honesty and plagiarism policy in the University is located at [http://www.cuhk.edu.hk/policy/academic\\_honesty/](http://www.cuhk.edu.hk/policy/academic_honesty/). Some further advice is below.

**PSY 1050 / UGB 257S  
States of Consciousness  
2007-2008 Term 2**

Guideline about plagiarism

Any assignment (i.e., project, essay, or paper) that shows evidence of plagiarism will be marked down severely. In simple terms, plagiarism is copying passages and/or ideas from other sources without referencing those sources. Moreover, when you report someone else's ideas/findings you must put it in your own words and not merely copy full sentences or parts of sentences from the source article. It is your responsibility as a scholar-in-training to cite the ideas and work of others correctly. Please visit the following websites for discussions of how to recognize and avoid plagiarism.

<http://ec.hku.hk/plagiarism/introduction.htm>

<http://www.indiana.edu/~wts/wts/plagiarism.html>

<http://www.hamilton.edu/academic/Resource/WC/AvoidingPlagiarism.html>

If you commit plagiarism in an assignment, and it is your first offence in the course, the penalty will range from a minimum of a single letter grade reduction in score on the assignment to a maximum of failure on the assignment. A second offence within the same course will result in a minimum penalty of a single letter grade reduction in the course grade to a maximum penalty of course failure. The specific penalty applied is up to the discretion of the professor. In all cases of plagiarism, the student's name will be recorded in a central database maintained by the general office. If a student is referred for plagiarism in more than one course, or more than one instance in the same course, the student's case will be forwarded to the university administration for follow-up action.

Please sign the following and submit it in the first tutorial.

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## Academic Honesty Statement

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I promise that all assignments submitted to this course across the entire semester will be original except for source material explicitly acknowledged. I also acknowledge that I am aware of University policy and regulations on honesty in academic work, and of the disciplinary guidelines and procedures applicable to breaches of such policy and regulations, as contained in the website <http://www.cuhk.edu.hk/policy/academichonesty/>

Signature \_\_\_\_\_

Date \_\_\_\_\_

Name \_\_\_\_\_

Student ID \_\_\_\_\_

Course Code PSY1050 / UGB 257S

Course Name States of Consciousness