- 1) All term work submitted on or before the specified due dates will be adjudicated and returned with written comments.
- 2) Term work submitted of the specified due dates will be adjudicated without penalty, but will be returned without written comments.
- 3) Any term work submitted returned without comment, and a

4) Please note, there is

following the specified due date will be adjudicated and will be assessed.

available for the final take home examination.

90-100 85-89 80-84	An A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.
77-79	

Academic integrity is intellectual honesty and responsibility for academic work that you submit individual or group work. It involves commitment to the values of honesty, trust, and responsibility. It is expected that students will respect these ethical values in all activities related to learning, teaching, research, and service. Therefore, plagiarism and other acts against academic integrity are serious academic offences.

The responsibility of the institution

Instructors and academic units have the responsibility to ensure that standards of academic honesty are met. By doing so, the institution recognizes students for their hard work and assures them that other students do not have an unfair advantage through cheating on essays, exams, and projects.

The responsibility of the student

Plagiarism sometimes occurs due to a misunderstanding regarding the rules of academic integrity, but it is the responsibility of the student to know them. If you are unsure about the standards for citations or for referencing your sources, ask your instructor. Depending on the severity of the case, penalties include a warning, a failing grade, a record on the student's transcript, or a suspension.

It is your responsibility to understand the University's policy on academic integrity:

UVic is committed to equity, diversity, social justice and fostering a welcoming and diverse learning, teaching and working environment. These are essential elements in achieving excellence in research and education.

As members of a diverse and dynamic learning community, we each have a role to play in creating safe, supportive, inclusive and healthy learning environments that foster mutual respect and civility, and that recognize that people are our primary strength.

Students with diverse learning styles and needs are welcome in this course.

In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Resource Centre for Students with a Disability (RCSD) as soon as possible.

The RCSD staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Introductory Lecture: Kant's Philosophical Development
i) Preface to the A-edition Avii-Axxii () ii) Preface to the B-edition Bvii-Bxliv ()
B-edition Introduction B1-30 ()
B-edition Transcendental Aesthetic B33-B73 ()
i) Introduction: The 1 105.26 467.9Eea 0