COURSE DESCRIPTION

This course is intended to introduce students to both the foundations (theory) and findings (research) of personality psychology. This course is evidence-based, focusing on what psychologists have discovered about human personality. The course will provide a broad overview of the various domains or perspectives of personality research including dispositional, biological, intrapsychic, cognitive, social/cultural and adjustment domains. This course will also introduce students to personality assessment and research methods. Most importantly, there will be a focus on cutting edge research and developments in the understanding of personality, such as the widely accepted "Big Five" approach and gender differences in personality.

COURSE AUTHOR

The primary author of this course is **Jeremy G. Stewart, PhD, C. Psych**. Dr. Stewart received assistance from Shahryar Naeini, a graduate student in the Department of Psychology at Queen's University in preparing some of the interactive course notes.

INITIAL DEVELOPMENT DATE

Winter 2023

COURSE LEARNING OUTCOMES (CLOS)

Upon successful completion of this course, you will be able to:

1. Identify key concepts and commonalities within the six major domains or schools of thought in understanding personality. Through doing this, students will appreciate the complexity of these different approaches.
2. Evaluate the strengths and weaknesses of different approaches to understanding personality for describing individual differences in behaviour.
3. Compare and contrast the utility of personality concepts and methods based on empirical research literature.

4. Describe the scientific approach to personality and differentiate empirically supported tools for personality assessment from "pop" psychology approaches.

5. Debunk common myths about personality disorders and critically evaluate how these disorders are defined.

UNIVERSITY OPERATING DATES

Please visit the Faculty of Arts and Sciences Sessional Dates website for all academic deadlines.

TIMELINE

The Course Timeline shows all relevant course dates, including assessments, as well as links to other important course information. As dates may change, you should consult the Timeline each time you log in to the course.

Please note, some students may see an onQ Calendar for their course. However, the onQ calendar does not display all dates associated with your course assignments. For complete information on all of your assignments in this course and the start and close dates, please refer to the **Course Timeline**.

If there are discrepancies between dates in the course onQ site, the Timeline will be considered accurate.

All times are in Kingston time (Eastern Time).

LAND ACKNOWLEDGEMENT

To begin, let us acknowledge that Queen's is situated on traditional Anishinaabe and Haudenosaunee territory. We are grateful to be able to live, learn and play on these lands.

To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory's significance for the Indigenous peoples who lived, and continue to live, upon it and whose practices and spiritualties were tied to the land and continue to develop in relationship to the territory and its other inhabitants today. The Kingston Indigenous community continues to reflect the area's Anishinaabek and Haudenosaunee roots. There is also a significant Métis community and there are First people from other Nations across Turtle Island present here today.

To read more about the history of the land, see the Queen's Encyclopedia at http://www.queensu.ca/encyclopedia/t/traditional-territories

EQUITY, DIVERSITY, AND INCLUSIVITY STATEMENT

Queen's University recognizes that the values of equity and diversity are vital to and in harmony with its educational mission and standards of excellence. It acknowledges that direct, indirect, and systemic discrimination exists within our institutional structures, policies and practices and in our community. These take many forms and work to differentially advantage and disadvantage persons across social identities such as race, ethnicity, disability, gender identity, sexual orientation, faith, and socioeconomic status, among other examples.

Queen's is committed to counteracting discrimination in this institution and developing a climate of educational equity that recognizes and respects the equal dignity and worth of all who seek to participate in the life, work, and mission of the University. Such a climate is created and maintained by developing a university-wide commitment to and understanding of educational equity, supported by policies, programs, curricula, practices, and traditions that facilitate individuals - and equity-seeking groups- free, safe, and full participation.

I espouse the values held above which are described in more detail in the University's Educational Equity Policy. I will create a class environment that is safe and rich for all students and where diverse perspectives and experiences are embraced.

NAME/PRONOUN

Knowing and applying students' names and pronouns is a crucial part of developing a productive learning environment that fosters safety, inclusion, and personal dignity. This is an important part of the inclusion work here at Queen's.

If you wish to change how your name appears in onQ and on class lists, please follow these steps. You may also use this process to add your pronouns to the appearance of your name.

1. Log into SOLUS.

2. Click on Personal Information tab.

3. Click on the Names tab

4. Click on the Add New Name tab

5. Choose Preferred from the Name Type drop down menu

6. Enter your preferred name.

7. Click Save.

Please allow 24 to 48 hours for your preferred name to be registered within the system. If you have further questions or concerns please contact ITS at Queen's University.

COURSE TEXTBOOK

The following learning resource for this course is available from the Queen's Campus Bookstore:

There is one required text for the course:

Larsen, R. J., Buss, D. M., King, D. & Ensley, C. (2020). Personality psychology: Domains of knowledge about human nature, 2nd Canadian Edition. McGraw Hill.

You have two formats to choose from, depending on your preference and needs:

1. McGraw Hill E-Book (ISBN: 9781260332339)

2. McGraw Hill Print Textbook (ISBN: 9781260065770)

Students are responsible for all assigned readings because they contain more material than can be covered directly in the lesson notes. Similarly, some material covered in lesson notes will not appear in the assigned readings. ***Students are responsible for all this material because it may appear on exams***.

Note: Chapter 19 of the textbook (Larsen, Buss, King, & Ensley, 2020) is entitled Disorders of Personality. This chapter was omitted from the assigned readings purposefully; we urge students not to read this chapter because its tone and language may be hurtful. Specifically, the chapter has an insensitive lack of person-first language – which is an essential standard set out by the American Psychological Association and other organizations. Some of the examples used in the chapter reinforce harmful stereotypes about people with personality disorders because they are not given the appropriate context and/or treated in a balanced way. Finally, there are expressions (e.g., "borderlines") and language used in the chapter that are outdated and widely recognized as inappropriate by individuals and organizations who work with people with personality disorders. This chapter reinforces structural stigma surrounding personality disorders that harms people living with these diagnoses.

In sum, Chapter 19 is **not considered** part of this course and we urge you not to read it. An alternative reading has been provided, and the interactive course notes fill in information about personality disorders in a manner that does not stigmatize and hurt individuals or groups.

EDUCATIONAL TECHNOLOGIES

This course makes use of FeedbackFruits, McGraw-Hill, Turnitin and Crowdmark.

Please follow these instructions for accessing FeedbackFruits, McGraw-Hill, Turnitin, and Crowdmark.

All other required and recommended materials will be available through onQ.

PRIVACY STATEMENT FOR THIRD-PARTY SOFTWARE

This course makes use of FeedbackFruits, McGraw-Hill, Turnitin and Crowdmark. Be aware that by logging into these sites, you will be leaving onQ, and accessing Feedback fruits, McGraw-Hill, Turnitin, and Crowdmark's websites. Your independent use of these sites, beyond what is required for the course (for example, purchasing the company's products), is subject to FeedbackFruits', McGraw-Hill, Turnitin and Crowdmark's terms of use and privacy policy.

- You are encouraged to review:
  - these documents using the link below before using the site.
  - the applicable privacy statements before using the site.

Feedback Fruits	https://feedbackfruits.com/privacy/
McGraw-Hill	https://www.mheducation.ca/privacy/
Turnitin	http://turnitin.com/en_us/about-us/privacy

Crowdmark	https://crowdmark.com/privacy/queens/

All other required and recommended materials will be available through onQ.

COPYRIGHT OF COURSE MATERIAL

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor's express consent. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

INSTRUCTOR EXPECTATIONS

While many of the expectations discussed in this section are represented elsewhere in the syllabus, this is an opportunity for us to summarize some of the key expectations we have around this course in one place.

As your instructor for *Introduction to Personality*, my main expectations for myself are:

1. To present course materials in a manner that promote your curiosity and interest in the Personality Psychology.
2. To provide a comprehensive introduction to the scientific study of personality and the key themes therein.
3. To respond to student questions and concerns – whether personally or through the broader teaching team – as promptly as possible.
4. To use assessments that are flexible, fair, and that accommodate differences in student learning.
5. To share my expertise and experience in personality psychology, and psychological science more broadly.

EXPECTATIONS FOR STUDENTS

As a student in Introduction to Personality, my main expectations for you are:

1. To approach the course material with in an open-minded and intellectually curious manner.
2. To complete the textbook readings, RISE modules, and other assigned materials, and seek clarification when needed.
3. To conform to Queen's University's policies around academic integrity, and, beyond that, maintain a high standard of personal academic ethics.
4. To communicate with fellow students, teaching assistants and the instructor in a respectful manner, whether in face-to-face or online interactions (see "Expectation for Interaction" and "Netiquette / Discussion Guidelines" below).
5. To provide constructive feedback about the course with an eye towards sharpening future versions of the content and delivery of materials.

EXPECTATION FOR INTERACTION

Throughout this course, there will be opportunities for you to interact with your instructor, your teaching team (e.g., Teaching Assistants), and your classmates. You will interact with and have opportunities to learn from your peers during some of the Course Engagement Activities and more specifically, by interacting within the experiential activities.

You are expected to always behave with integrity, in face-to-face interactions and when engaging with each other online. See the netiquette and discussion guidelines below which I expect each of us to adhere to when interacting with one another whether in person or online.

NETIQUETTE

University is a place to share, question, and challenge ideas. Each student brings a different set of lived experiences. You can help to create a safe, respectful place for learners by following these guidelines.

1. Make a personal commitment to learn about, understand, and support your peers.
2. Assume the best of others and expect the best of them.
3. Recognize and value the experiences, abilities, and knowledge each person brings to the course.

4. Acknowledge the impact of oppression on other people's lives and make sure your writing is respectful and inclusive.
5. Encourage others to develop and share their ideas.
6. Pay close attention to what your peers write before you respond. Think through and re-read what you have written before you post online or send your comments to others.
7. Be open to having your ideas challenged and challenge others with the intent of facilitating growth. However, do not demean or embarrass others.
8. It's alright to disagree with ideas but do not make personal attacks.

SUGGESTED TIME COMMITMENT

In this course, you should expect to invest on average 8 to 10 hours per week. This will include the time you spend studying course material, practicing course objectives, and participating in course activities and assessments. You are encouraged to adhere to a pre-determined study schedule as you will be more likely to complete the course on time successfully.

COURSE ANNOUNCEMENTS

Throughout the course, I will post announcements to the class, including reminders of upcoming due dates, responses to frequent questions, corrections to broken links, etc. I encourage you to routinely check the Announcements section of the course homepage in onQ. To ensure that you receive these announcements promptly, I also recommend that you enable email notifications to your Queen's email address.

QUESTIONS ABOUT THE COURSE AND CONTACTING THE TEACHING TEAM

The teaching team contact information is located on the Homepage of the course (see "Teaching Team").

For general questions about the course, please post to the Course Questions Forum.

Throughout this course, you may come upon some general questions about the course and assignments. If you think that your question may benefit other students, you are invited to post your question in the Course Questions discussion forum. Feel free to help answer your peers' questions on this forum. The teaching team will monitor this discussion forum and answer questions. Most

questions are answered within 24 hours. Any other questions that you would prefer to share privately, please contact me or your TA at one of the emails listed at the top of this syllabus. The teaching team contact information is located on the homepage of the course

QUEEN'S EMAIL

The university communicates with students via Queen's email. Please check your email regularly to ensure you do not miss important information related to your course.

COURSE FEEDBACK

At various points during the course, I may ask you to take part in a variety of feedback activities, such as surveys and questionnaires. This feedback enables my teaching team and me to make any adjustments necessary to improve your learning environment. Additional feedback may be requested throughout the course. All surveys are anonymous and are directly related to activities, assessments, and other course material.

ALIGNMENT OF ASSESSMENTS WITH LEARNING OUTCOMES

Course Assessment	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Course Engagement Activities		X	X	X	
Psychobiography Essay Part 1 (optional) - Statement of Rationale	X	X	X		

Psychobiography Essay Part 2 - Final Paper	X	X	X		
Midterm Exam (Chapters 1 - 10)	X	X	X	X	
Proctored Final Exam (Chapters 1 - 20)	X	X	X	X	X

WEIGHTING OF ASSESSMENTS

Assessment	Weighting
Course Engagement Activities (CEAs) (complete 6 of 8 total) * You must complete ***a minimum* of 3** Experiential Exercises **and 3** Quizzes*	5%
Psychobiography Essay	30%
Part 1 (optional) - Statement of Rationale	*Ungraded*
Part 2 - Final Paper	30%

Midterm Exam (Chs 1-10)	25%
Proctored Final Exam (Larsen Chs 1-14; 16-18; Twenge Ch 14)	40%
Total	100%

DESCRIPTION OF LEARNING ACTIVITIES AND ASSESSMENTS

Course Engagement Activities (CEAs)

Throughout the term, you will have the opportunity to participate in eight course engagement activities (CEAs). Four of the CEAs will be experiential exercises, and four will be quizzes. You must complete six (6) of the eight CEAs.

Note: You must complete a minimum of 3 experiential exercises and 3 Quizzes.

Experiential Exercises

Throughout the term, there will be a short interactive exercise organized through an educational tool called *FeedbackFruits*. The purpose of these CEA experiential exercises is to provide opportunities for you to engage with the content in various ways, interact with your peers, and apply the key concepts you are learning each week, in practice.

Quizzes

Throughout the term, there will be a series of multiple-choice quizzes (each containing 4-5 questions) organized through the onQ Quiz tool. The purpose of these CEA quizzes is for you to self-assess your retention of materials from the textbook, interactive course notes, instructor videos and other course resources. Your performance on the CEA quizzes will help guide where you focus your review of materials as you progress through the course. You will have an unlimited number of attempts to complete each quiz, and unlimited time to do so.

Please see the Course Timeline for further details.

Psychobiography Essay (Part 1 and Part 2)

You will complete a written assignment that involves conducting a mini psychobiography using one (1) theoretical approach to personality, and you will use it to describe, analyze, and interpret the personality of a specific individual. This assignment will help you think critically about course content and apply it flexibly. The psychobiography essay is broken into two parts. Part 1 is an optional and ungraded Statement of Rationale. Completing this is up to you; if you submit it before the deadline, you will receive some feedback that could be helpful in writing the final paper. Part 2 is your final paper. If you do not submit a Statement of Rationale, you may still submit the Final Paper.

Please see the Course Timeline for further details.

Midterm Exam

The midterm exam will cover Chapters 1-10 in your textbook (Larsen, Buss, King, & Ensley, 2020), material in the Interactive Course Notes (Modules 1-6), and any supplementary information linked to the course website for Weeks 1-6. An announcement with further details about the specific material covered on the midterm will be posted to OnQ approximately one week before the midterm. The midterm will consist of short-answer questions and will be submitted via Turnitin.

Final Proctored Exam

The final exam is cumulative. The final exam will cover Chapters 1-14 and 16-18 in your textbook (Larsen, Buss, King, & Ensley, 2020), a supplemental reading (Chapter 14) from Twenge, Campbell, and Matsuba (2023), material in the Interactive Course Notes Modules 1-12, and any supplementary information linked to the course website for Weeks 1-12. The specific date for the final exam will be announced later in the term. An announcement with further details about the specific material covered on the final exam will be posted to OnQ approximately two (2) weeks before the end of term. You will have three (3) hours in length to complete the final exam, with extra time allotted to those with time-based accommodations. The final exam will include multiple-choice questions and short answer questions.

ESSENTIAL REQUIREMENTS AND FLEXIBILITY TO SUCCEED

There may be a week or weeks when you are unable to complete a Course Engagement Activity for personal reasons. While these activities are designed to help consolidate key concepts and provide you with practice applying course material, you only need to submit 5 of the 8 Course Engagement Activities to receive full credit (i.e., 5%). If you do not complete at least 5 Course Engagement Activities, you will be penalized -1% from your grade for each activity you “miss” (e.g., if someone completed 4 course engagement

activities, they would receive 4% for this grading item). All students, however, must complete Part 1 (Statement of Rationale) and Part 2 (Final Paper) of the Psychobiography Assignment, and both exams, for this course. For more information, see Academic Regulation 7.2.1.

All assignments, except exams, will have a 3-day grade period. That means that Course Engagement Activities, and Part 1 and Part 2 of the Psychobiography Assignment, are due on the date posted ("Deadline" in the Course Timeline) but will be accepted, without penalty, up to 72 hours afterwards ("Grace Period" in the Course Timeline).

If you have extenuating circumstances when an assignment is due, and these circumstances will last up to 72 hours after the posted deadline, you can use the 3-day grace period without applying for formal Academic Considerations through the Portal. However, if your circumstances will last past the 3-day grace period and you have documentation, please use the Academic Considerations Portal.

Course Engagement Activities submitted after the 3-day grace period without approved Considerations / Accommodations will not be counted towards the number of completed assignments (5) required to receive full credit. If received after the 3-day grace period, Part 1 and Part 2 of the Psychobiography Assignment will be penalized 10% per day (or part thereof) that they are late, including weekends and holidays, unless arrangements have been made.

LATE ASSIGNMENT SUBMISSION POLICY

I am committed to accommodating anyone with a compassionate reason (e.g., illness; pressing personal obligation; etc.) for turning in assignments late. I have incorporated a 3-day grace period, which effectively provides students an automatic extension past the deadline. Within this 72 hour period, assignments will be accepted without penalty, and students will not need to document extenuating circumstances through the Academic Considerations Portal. If your circumstances will last past an assignment's 3-day grace period and you have documentation, please use the Academic Considerations Portal.

Course Engagement Activities submitted after the 3-day grace period without documented extenuating circumstances will not be counted towards the number of completed assignments (5) required to receive full credit. Late written assignments (i.e., Psychobiography Essay Parts 1 and 2) will be penalized 10% per day (or part thereof) that they are late, including weekends and holidays.

POLICY REGARDING REMARKING

If you would like to request a regrade of any written assignment, please go to "Activities", and select "Regrade Request." You will be taken to a form to complete, and you will be asked to submit this form along with the written assignment you submitted, complete with highlights and notes detailing the issue. The regrade request form will ask you to explicitly and clearly state how the work deserves a different grade than assigned. You will also be asked to include feedback from your TA (including any discussion with them). You will be able to submit a regrade request within 48 hours of the grade being posted; any requests received after the 48-hour deadline will not be reviewed or considered. The regrade will stand as the final mark, even if it is lower than the grade that was originally assigned.

PROCTORED EXAMS

Proctored Exams

Location

Students enrolled exclusively in online courses will have two options to write their proctored exams:

1. You may choose to write your exam(s) online using Examity proctoring services where you will be charged the additional $100 exam fee to your Solus account;
2. You may choose to write your exam(s) in-person on Queen's campus in Kingston where you will NOT be charged the additional $100 exam fee

Students enrolled in at least one on-campus course are expected to write all their exams on-campus during the scheduled exam time.

Remote Proctoring (if applicable)

Selected assessments in this course will use remote proctoring provided by Examity, which is a third-party, cloud-based service that enables the completion of a proctored exam or test from an off-campus location, through onQ. This cloud-based proctoring solution was chosen as part of the approach to maintaining academic integrity when remote proctoring is required. Queen's has conducted an extensive privacy and security review of Examity and has entered into a binding agreement with terms that address the appropriate collection, use and disclosure of personal information in accordance with Ontario's privacy legislation. You should also take measures yourself to protect your information by keeping your NetID password and challenge questions private, closing all

applications prior to starting an exam/test, and ensuring your device is updated and safeguarded against malware. For more information about remote proctoring, please see http://www.queensu.ca/registrar/students/examinations/exams-office-services/remote-proctoring

If you registered to write online with Examity, all information pertaining to the technical requirements and preparation for writing online with Examity will be posted in onQ well in advance of your exam.

In order to become familiar with the authentication process and test out your technology, you will have a chance to take practice test to help prepare you for your proctored exam via Examity. There is no need to study for this test; it will focus on your general Queen's trivia knowledge and will not count towards your course grade. **The questions provided are merely to help you test and potentially troubleshoot your system in advance of your exam**.

Timing of Final Examinations

Once the exam schedule has been finalized the exam date will be posted on your SOLUS account. The exam dates for each Term are listed on the Faculty of Arts and Science webpage under "Important Dates." Student exam schedules for the Fall Term are posted via SOLUS immediately prior to the Thanksgiving holiday; for the Winter Term they are posted on the Friday before Reading Week, and for the Summer Term they are individually noted on the Arts and Science Online syllabi. **Students should delay finalizing any travel plans until after the examination schedule has been posted. Exams will not be moved or deferred to accommodate employment, travel/holiday plans or flight reservations. For more information regarding what is considered extenuating circumstances and qualifications for Academic Consideration, please visit https://www.queensu.ca/artsci/undergrad-students/student-services/academic-consideration-for-students or email asc.consideration@queensu.ca.**

GRADING SCHEME AND METHOD

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:

Queen's Official Grade Conversion Scale

Grade	Numerical Course Average (Range)
A+	90-100

A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

ACADEMIC SUPPORT

All undergraduate students face new learning and writing challenges as they progress through university: essays and reports become more complex; effectively incorporating research into writing becomes more important; the types of assignments become more diverse; managing your time and developing the skills you need to read and think critically gets more challenging. I encourage students to contact **Student Academic Success Services (SASS)**. SASS offers many different ways to receive support:

- Free online or in-person appointments to get personalized support on writing and academic skills from expert staff and trained peers.

- Workshops and drop-in programs. SASS' Events Calendar lists events coming soon.
- Online resources that provide strategies for academic skills and writing development at university.
- If English is not your first language, SASS has specific resources for English as Additional Language students, including weekly programs and EAL academic skills appointments. You can meet on an ongoing basis with an EAL consultant to work on your academic writing, speaking, listening, and reading skills.

ACCOMMODATIONS FOR DISABILITIES

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities.

The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, please visit the QSAS website.

Students with course accommodations should add their information to Ventus using the widget located on the course homepage.

ACADEMIC CONSIDERATIONS FOR STUDENTS IN EXTENUATING CIRCUMSTANCES

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor and/or course coordinator. Please use the following contact information:

- Instructor: Dr. Jeremy G. Stewart
- Instructor email address: jeremy.stewart@queensu.ca

ACADEMIC INTEGRITY

Queen's students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic

integrity: honesty, trust, fairness, respect, responsibility and courage. These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1), on the Arts and Science website, and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

You may benefit from visiting these websites for further tips on what constitutes plagiarism and how to avoid it.

- Avoiding Plagiarism: Paraphrasing
- Quoting and Paraphrasing

TURNITIN STATEMENT

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments through onQ to Turnitin. In doing so, students' work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarism.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Turnitin compares submitted files against its extensive database of content, and produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

Please read Turnitin's Privacy Pledge, Privacy Policy, and Terms of Service, which governs users' relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen's Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For further information about how you can exercise control over cookies, see Turnitin's Privacy Policy.

Turnitin may provide other services that are not connected to the purpose for which Queen's University has engaged Turnitin. Your independent use of Turnitin's other services is subject solely to Turnitin's Terms of Service and Privacy Policy, and Queen's University has no liability for any independent interaction you choose to have with Turnitin.

As a student, you have the right to opt out of Turnitin. You must notify the instructor by the end of Week 3 of the term, and make arrangements for additional work or alternative strategies to ensure the integrity of the work. In such instances, the instructor is still expected to ensure the integrity of your work.

TECHNOLOGY REQUIREMENTS

Please note that mobile devices are not recommended for the course as they cause several known issues in onQ.

Computer Specifications

- Windows 8.1 or newer
- OS X 10.13 (High Sierra) or newer
- Dual Core 2 GHz processor
- 4 GB RAM
- Soundcard
- USB headset
- Webcam

Supported Browsers

- Chrome (preferred - latest version)
- Firefox (latest version)
- ***Safari is not recommended as it causes several known issues in onQ***
- ***Edge is not recommended as it causes several known issues in onQ***

Internet Connection

- Wired high speed access: Cable or better
- ***Wifi is not recommended***
- A minimum download speed of 10 Mbps and up to 20 Mbps for multimedia is recommended
- Click here for an Internet speed test

Java

Media Player

Adobe Reader

- Latest version
- HTML5 compatible
- Latest Version

STUDENTS STUDYING OR TRAVELLING ABROAD

If you plan to travel, we strongly recommend that you confirm Internet availability in your host country prior to departure. In the past, students in other countries have been blocked from accessing certain websites relevant to their courses, as well as onQ. It is the responsibility of all students to book travel around course work, as we cannot change the format or timing on assessments or assignments as a result of travel plans.