

**PSYC400: Applied Research in Higher Education**  
**6.0 credit units**  
**Fall 2021**  
**Queen's University**  
**On-Campus Delivery**

**Pre-requisites:** Level 3 or above in a PSYC Major, Medial, or Specialization Plan and a GPA of 3.30 in PSYC.

**Instructor:** Meghan Norris, PhD (she/her)

**Email:** [meghan.norris@queensu.ca](mailto:meghan.norris@queensu.ca)

**PSYC100 Coordinator:** Jenalee Dymond, B.Ed, B.A.H. (she/her)

**Email:** [psyc100.coord@queensu.ca](mailto:psyc100.coord@queensu.ca)

**Office Hours:** By appointment

**Course Description:** An introduction to the scholarship and practice of teaching including what it means to be a scholarly teacher, how pedagogy research informs educational practice, and how people learn complex information. In addition to readings, critiques and facilitated discussions, a practicum component will include facilitating weekly tutorials.

NOTE: Students must complete an application and be invited for an interview in the spring to be eligible for this fall term course. During the fall term, students will be responsible for facilitating 2-3 PSYC 100 tutorials per week as part of their teaching practicum.

**Upon successful completion of PSYC 400, you will be eligible to apply for a position as a TA in PSYC 100B during the winter term.**

**Important Notice:** As we work collectively to overcome challenges arising out of the Covid-19 pandemic, flexibility will almost certainly be needed, and likely in ways we haven't yet considered. As a class, I invite you all to keep in frequent and open communication about challenges (and wins!) with me and/or each other related to class. You are all individual students and together, as long as we have strong communication, we form a strong team. You will hear me say it a lot: teamwork makes the dream work! Thanks for being here—we are going to do some great things!

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

As a discipline, through the Canadian Psychological Association, work is currently being done to understand, acknowledge, and reconcile our actions that have caused harm. To learn more

about the commitment of the Canadian Psychological Association, I encourage you to visit the following website:

[https://cpa.ca/docs/File/Task\\_Forces/TRC%20Task%20Force%20Report\\_FINAL.pdf](https://cpa.ca/docs/File/Task_Forces/TRC%20Task%20Force%20Report_FINAL.pdf)

This is a course focused on learning. If you are interested in learning more about Indigenous Pedagogies beyond this course (and I hope you are!), the Queen's Centre for Teaching and Learning has many resources available: <https://www.queensu.ca/ctl/programs/workshop-series/foundations-indigenous-ways-knowing-curricula-series>

**Course Materials:**

This course will make use of primary academic articles. All articles are listed below, and will be available online through the Queen's library, and our onQ page.

**Course Learning Outcomes:**

This course is designed to address outcomes across three domains: knowledge/understanding, teaching skills, and learning/reflective skills. Please find specific outcomes within these domains below:

Knowledge/Understanding

- Critically evaluate applied educational research
- Explain how people learn complex information
- Identify and describe effective teaching strategies
- Identify and describe the principles of effective course design

Teaching Skills

- Demonstrate competency in online active teaching strategies
- Evaluate and recommend strategies for improvement to learning sessions for undergraduate students by actively contributing to the instructional team

Learning/Reflective Skills

- Identify your assumptions about teaching and learning and describe how and why they have changed over the semester
- Cooperate with, and enhance the learning of, others through active involvement and by providing constructive feedback to peers in a nonjudgmental manner

**Suggested Time Commitment:**

You should expect to invest, on average, 20 hours per week in this course: approximately 10 hours/week on the seminar portion of this course, and 10 hours/week for your PSYC100 facilitation role.

You are encouraged to use weekly study schedule supports (visit [SASS for suggestions](#)) that distribute your study and prep time to avoid 'cramming'. This way, you will be more likely to complete the course successfully and remember what you learned longer.

## **Assessments:**

Weekly Reaction Papers	10%
Weekly Reading Responses	20%
Problem Statement	5%
Group Proposal	5%
Group Project Presentation	15%
Individual Report	15%
Final Exam	30%

### **Weekly Reaction Papers:**

An important part of learning is reflection. An important part of scholarship in psychology is evidence-based work. Reaction papers are a way to bring these two important skills together.

Reaction papers in this course are short papers (max 1 page, double spaced, 12 point font) where you will give a thoughtful reflection on how your lab went that week, linking your lab experience to the content being covered in class that week. These are *not* informal in that they do require you to make specific connections with the content—citations are encouraged. They *are* informal in that what you choose to focus on is up to you, and I am not worried about APA formatting perfection in these. In these reaction papers, you might choose to focus on a research question that arises based on your experience, a specific challenge in implementation of the science, a specific need for product development, etc. I share these as ideas—what you choose to focus on is truly up to you : ) Feel free to explore (just be sure to tie it to literature, or note the lack thereof!)

The rubric for reaction papers is available in our onQ shell.

**DUE:** Each Friday at 4pm (with the exception of Fall Break). Assignments in this course have been designed with flexibility for academic consideration for all students: All students can take an additional 3 days to complete these assignments if required, with no need for academic consideration or accommodation. This 3-day “grace period” ends on Monday at 4pm.

In addition to 3 day extensions, although there are 12 weeks of classes, only the top 10 reaction papers will be graded. This allows for 2 weeks where, if the grace period is not sufficient, you do not need to submit work.

These Universal Design features means that “Short term Requests for Academic Consideration” (submitted through the Faculty of Arts and Science portal without documentation) are not needed and long-term requests will be handled on a case-by-case basis, if needed.

### **Weekly Reading Responses:**

Reading thoughtfully is challenging: it takes a lot of sustained effort and attention. Reading thoughtfully is also exciting: sometimes authors do surprising (dare I say shocking!) things, and reading with others can help to really dive into a piece of writing.

To help build a true learning community where we are all “on the same page” in preparing for our synchronous sessions together, this course will use FeedbackFruits to help you engage with the course material. We will do a demo of FeedbackFruits on our first day of class.

The rubric for your Reading Responses is available in our onQ shell.

**DUE:** Mondays at 9am *before* class (with the exception of Fall Break). This is to give me time to go through and make comments/gather resources as needed based on your comments. That said—I know sometimes things happen, and that grace periods may be needed.

Assignments in this course have been designed with flexibility for academic consideration for all students: All students can take an additional 3 days to complete these assignments if required, with no need for academic consideration or accommodation. This 3-day “grace period” ends on Wednesdays at 9am (ahead of class).

In addition to 3 day extensions, although there are 10 weeks of readings, only the top 8 reaction papers will be graded. This allows for 2 weeks where, if the grace period is not sufficient, you do not need to submit work.

These Universal Design features means that “Short term Requests for Academic Consideration” (submitted through the Faculty of Arts and Science portal without documentation) are not needed and long-term requests will be handled on a case-by-case basis, if needed.

### **Individual Problem Statement and Proposal:**

You are an expert at being a student, and you are a developing professional in the field of psychology. You are well positioned to make significant, evidence-based improvements to the field of education.

For this assignment, please reflect on a *challenge or opportunity for improvement* that you see in the field of education (broadly defined—this could be sports, or any level/type of education). Your task is to write a MAX 3-page (double spaced, 12-point font) problem statement outlining this. You should use the following general format—you do not need headings, but please follow this logic in your writing:

- What is the problem? (a simple 1-2 sentence statement of the problem)
- What evidence do you have that this is a problem? (e.g., are there data that support this? Approximately 1 paragraph)
- What have others done to address this problem? (use evidence to show what others have done in this area, and cite it! Approximately 1 paragraph)

- Taking into account what others have done, what gap remains that you want to address? (Approximately 1 paragraph)
- What might you do to address this gap, and why do you think it would work? (Approximately 1-2 paragraphs, remember to use evidence!)

Note: the maximum is 3 pages for this assignment, but please do not worry if you are much shorter. Ideally this will take you about 2 pages : )

The rubric for your Problem Statement is available in our onQ shell.

**DUE:** Friday, September 24, 4pm. Assignments in this course have been designed with flexibility for academic consideration for all students: All students can take an additional 3 days to complete these assignments if required, with no need for academic consideration or accommodation. This 3-day “grace period” ends on Monday, September 27 at 4pm. I will be working to get you feedback on these before class on Wednesday.

This Universal Design features means that “Short term Requests for Academic Consideration” (submitted through the Faculty of Arts and Science portal without documentation) are not needed and long-term requests will be handled on a case-by-case basis, if needed.

#### **Group Problem Statement and Proposal:**

You’ll notice that individually you have an opportunity to submit a problem statement and proposal very early in the term. The goal of this is for you each to get individual feedback on problem statements *before* we tackle a group project.

In Week 5, a representative from the DDQIC (Dunin-Deshpande Queen’s Innovation Centre) will be coming to speak with our class about how to turn *ideas* into *reality*. There is no expectation that you will develop a product/service in this course, but a large component of this course is learning how to make it happen if you choose to. Remember—you are *very* special in your knowledge: you are an expert at the student experience, and a developing professional in psychological science. Let’s take this skill set for a test drive!

In class during Week 5, students will form teams based on shared interests. You will work together over Weeks 5 and 6, during class time to help with scheduling, to develop a group-level problem statement and proposal. The format for your group submission is very similar to your individual submission:

Your task is to write a MAX 3-page (double spaced, 12-point font) problem evidence-based proposal. You should use the following general format—you do not need headings, but please follow this logic in your writing:

- What is the problem? (a simple 1-2 sentence statement of the problem)
- What evidence do you have that this is a problem? (e.g., are there data that support this? Approximately 1 paragraph)

- What have others done to address this problem? (use evidence to show what others have done in this area, and cite it! Approximately 1 paragraph)
- Taking into account what others have done, what gap remains that you want to address? (Approximately 1 paragraph)
- What might you do to address this gap, and why do you think it would work? (Approximately 1-2 paragraphs, remember to use evidence!)

Note: the maximum is 3 pages for this assignment, but please do not worry if you are much shorter. Ideally this will take you about 2 pages : )

In addition to your written proposal, groups must submit a plan for how to develop the proposal into a formal presentation and pitch (see below). Please “make a copy” of the following spreadsheet, and download it and fill it in using Excel, submitting it with your proposal. You are encouraged to fill in meeting notes, but this part is not required:

[https://docs.google.com/spreadsheets/d/1WZ75f49X3IVxbvIOvoQ0V-Z\\_FDHC8m3fwlx712YQqFM/edit#gid=1482806247](https://docs.google.com/spreadsheets/d/1WZ75f49X3IVxbvIOvoQ0V-Z_FDHC8m3fwlx712YQqFM/edit#gid=1482806247)

The rubric for your Group Proposal is available in our onQ shell.

**DUE:** Friday, October 22, 4pm. Assignments in this course have been designed with flexibility for academic consideration for all students: All students can take an additional 3 days to complete these assignments if required, with no need for academic consideration or accommodation. This 3-day “grace period” ends on Monday, October 25 at 4pm. I will be working to get you feedback on these before class on Wednesday.

This Universal Design features means that “Short term Requests for Academic Consideration” (submitted through the Faculty of Arts and Science portal without documentation) are not needed and long-term requests will be handled on a case-by-case basis, if needed.

### **Group Project Presentation/Pitch:**

I will be giving groups feedback on their proposals so that you have early feedback. As a group, you will work to develop and deliver an oral presentation “pitching” your idea to the class during a group presentation. These “presentation pitches” are expected to be grounded in evidence, polished, and professional. Remember-you are presenting in an evidence-based way: substance matters more than marketing gimmicks.

A presentation with a pitch is a very new skill for most students. We will be talking about how to develop these presentations in class—the goal is to incorporate both a teaching demonstration about your problem, with a “pitched” solution.

Presentation pitches should be no more than 30 minutes in length. They should be interactive, highlight evidence for the problem, clearly articulate what has been done to address the problem, the gaps that remain, and the reason why your solution is a good one. You should work to include evidence-based teaching methods in your presentation.

The rubric for your Presentation/Pitch is available in onQ.

**DUE:** These oral presentations are the one course requirement where a grace period cannot be included given the nature of a synchronous session. Students will sign up for a presentation timeslot in class.

### **Individual Report:**

Groups are wonderful for many reasons, as covered in class. Groups are *challenging*, partly because they require compromise, and your ideas may not be used which can admittedly be frustrating.

Individual reports are a longer form of reaction paper, specifically focused on your group project. This individual report is intended to give you an opportunity to use evidence to thoughtfully reflect on your group's chosen problem, solution, and how the process went.

It is expected that this report will heavily use evidence to support your reflective thoughts. For example, if you are disappointed that the group did not do something, explain *why*, using evidence. This is not intended as a space for you to highlight poor work by your teammates, rather. Instead, focus on what you would do differently (if anything) and why. If you wouldn't do anything differently, why are you happy with those choices? What might be possible next steps?

Note: I recommend that you start drafting this individual report *as* you work on your group project. It can be easy to forget ideas as you have them.

The rubric for your Individual Report is available in onQ.

**DUE:** The last day of classes (December 3), 4pm . Assignments in this course have been designed with flexibility for academic consideration for all students: All students can take an additional 3 days to complete these assignments if required, with no need for academic consideration or accommodation. This 3-day "grace period" ends on Monday, December 6 at 4pm.

This Universal Design features means that "Short term Requests for Academic Consideration" (submitted through the Faculty of Arts and Science portal without documentation) are not needed and long-term requests will be handled on a case-by-case basis, if needed.

### **Final Exam:**

There will be a final exam in this class, scheduled by the Registrar's office. It will be unproctored, and delivered via onQ. The exam is designed to be completed in 2 hours.

### **Use of TurnItIn:**

All written assessments in this course will use TurnItIn to check for originality. More information on TurnItIn is below.

**Course Planned Schedule:**

Please remember that flexibility may be required in our schedule. If something changes, it will be announced in our onQ course shell, and also emailed to students.

Note: I have included these readings because I think they will spark meaningful discussions about these topics, not necessarily because they are authoritative documents. Indeed, some I believe to be absolutely counter to evidence and best practices. I encourage you to read these thoughtfully, and to carefully consider the topics of Validity, Reliability, Generalizability, and Ethics (VRGE) as a starting point.

<b>We ek</b>	<b>Topic(s)</b>	<b>Readings</b>	<b>Due Dat es</b>
<b>1</b>	<b>Welcome!!</b>	This will be the one class where you will hear me talk a lot : ) After this, you will get practice doing the talking. I am excited to share this semester with you!	
<b>2</b>	<b>Research Methods in Education</b>	<p>Datta, R. (2018). Decolonizing both researcher and research and its effectiveness in Indigenous research. <i>Research Ethics</i>, 14(2), 1-24.</p> <p>Lilienfeld, S. O. (2012). Public skepticism of psychology: Why many people perceive the study of human behavior as unscientific. <i>American Psychologist</i>, 67(2), 111–129. <a href="https://doi.org/10.1037/a0023963">https://doi.org/10.1037/a0023963</a></p> <p>LoSchiavo, F. M., Shatz, M. A., &amp; Poling, D. A. (2008). Strengthening the scholarship of teaching and learning via experimentation. <i>Teaching of Psychology</i>, 35(4), 301-304.</p> <p>Kember, D. (2003). To control or not to control: The question of whether experimental designs are appropriate for evaluating teaching innovations in higher education. <i>Assessment &amp; Evaluation in Higher Education</i>, 28(1), 89-101.</p> <p><i>Recommended but not required (book):</i> <a href="https://pressbooks.bccampus.ca/knowinghome/">https://pressbooks.bccampus.ca/knowinghome/</a></p>	
<b>3</b>	<b>Beginning Cognitive Models of Learning</b>	Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2008). Learning styles: Concepts and evidence. <i>Psychological science in the public interest</i> , 9(3), 105-119.	



		<p>Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., &amp; Willingham, D. T. (2013). Improving Students' Learning With Effective Learning Techniques: Promising Directions From Cognitive and Educational Psychology. <i>Psychological Science in the Public Interest</i>, 14(1), 4–58. <a href="https://doi.org/10.1177/1529100612453266">https://doi.org/10.1177/1529100612453266</a></p> <p>Siregar, N. R. (2021). Explicit Instruction and Executive Functioning Capacity: A New Direction in Cognitive Load Theory. <i>Journal of Education</i>, 002205742110332. <a href="https://doi.org/10.1177/00220574211033256">https://doi.org/10.1177/00220574211033256</a></p> <p>Vogel-Walcutt, J. J., Gebrim, J. B., Bowers, C., Carper, T. M., &amp; Nicholson, D. (2011). Cognitive load theory vs. constructivist approaches: Which best leads to efficient, deep learning? <i>Journal of Computer Assisted Learning</i>, 27(2), 133-145.</p>	
4	<b>Cognitive Models of Learning (continued)</b>	<p>Karpicke, J. D. (2017). Retrieval-based learning: A decade of progress. In J. T. Wixted (Ed.), <i>Cognitive psychology of memory, Vol. 2 of Learning and memory: A comprehensive reference</i> (J. H. Byrne, Series Ed.) (pp. 487-514). Oxford: Academic Press.</p> <p>Tuovinen, J. E., Sweller, J., Tuovinen, J. E., &amp; Sweller, J. (1999). A comparison of cognitive load associated with discovery learning and worked examples. <i>Journal of Educational Psychology</i>, 91(2), 334-341. doi:10.1037/0022-0663.91.2.334</p> <p>Oppenheimer, D. M. (2008). The secret life of fluency. <i>Trends in Cognitive Sciences</i>, 12(6), 237–241. <a href="https://doi.org/10.1016/j.tics.2008.02.014">https://doi.org/10.1016/j.tics.2008.02.014</a></p>	
5	<b>Innovation in Education</b>	<p>Chew, S. L. (2021). An advance organizer for student learning: Choke points and pitfalls in studying. <i>Canadian Psychology/Psychologie Canadienne</i>, No Pagination Specified-No Pagination Specified. <a href="https://doi.org/10.1037/cap0000290">https://doi.org/10.1037/cap0000290</a></p> <p><b>The following are not for FeedbackFruits, but please be sure to review them and take some notes for class</b></p> <p><a href="https://www.learningscientists.org/">https://www.learningscientists.org/</a></p> <p><a href="https://www.ted.com/talks/sugata_mitra_kids_can_teach_themselves?language=en">https://www.ted.com/talks/sugata_mitra_kids_can_teach_themselves?language=en</a></p>	

6	<b>Science of Group Work (+ group work time)</b>	<p>Davies, W. M. (2009). Groupwork as a form of assessment: Common problems and recommended solutions. <i>Higher education, 58</i>(4), 563-584.</p> <p>Curşeu, P. L., &amp; Pluut, H. (2013). Student groups as learning entities: The effect of group diversity and teamwork quality on groups' cognitive complexity. <i>Studies in Higher Education, 38</i>(1), 87-103.</p> <p>Springer, L., Stanne, M. E., &amp; Donovan, S. S. (1999). Effects of small-group learning on undergraduates in science, mathematics, engineering, and technology: A meta-analysis. <i>Review of educational research, 69</i>(1), 21-51.</p> <p>Michaelsen, L. K., &amp; Sweet, M. (2008). The essential elements of team-based learning. <i>New directions for teaching and learning, 2008</i>(116), 7-27.</p>	
7	<b>But...how to increase elaboration? Evidence for some common approaches</b>	<p>Bradbury, N. A. (2016). Attention span during lectures: 8 seconds, 10 minutes, or more? <i>Advances in Physiology Education, 40</i>(4), 509–513. <a href="https://doi.org/10.1152/advan.00109.2016">https://doi.org/10.1152/advan.00109.2016</a></p> <p>Guo, P. J., Kim, J., &amp; Rubin, R. (2014). How video production affects student engagement: An empirical study of MOOC videos. <i>Proceedings of the First ACM Conference on Learning @ Scale Conference, 41–50</i>. <a href="https://doi.org/10.1145/2556325.2566239">https://doi.org/10.1145/2556325.2566239</a></p> <p>Noetel, M., Griffith, S., Delaney, O., Sanders, T., Parker, P., del Pozo Cruz, B., &amp; Lonsdale, C. (2021). Video improves learning in higher education: A systematic review. <i>Review of Educational Research, 91</i>(2), 204-236.</p> <p>Crouch, C., Fagen, A. P., Callan, J. P., &amp; Mazur, E. (2004). Classroom demonstrations: Learning tools or entertainment? <i>American Journal of Physics, 72</i>(6), 835-838.</p>	
8	<b>Thinking about EDI in Higher Ed</b>	<p>Walton, G. M., &amp; Cohen, G. L. (2011). A brief social-belonging intervention improves academic and health outcomes of minority students. <i>Science, 331</i>(6023), 1447-1451.</p> <p>Restoule, J. P., Mashford-Pringle, A., Chacaby, M., Smillie, C., Brunette, C., &amp; Russel, G. (2013). Supporting successful transitions to post-secondary education for Indigenous students: Lessons from an institutional ethnography in Ontario, Canada. <i>International Indigenous Policy Journal, 4</i>(4).</p> <p>Toutain, Christopher (2019). Barriers to Accommodations for Students with Disabilities in Higher Education: A Literature Review. <i>Journal of Postsecondary Education and Disability, 32</i> (3), 297-310.</p>	

		<p>Lovett, B. J., &amp; Harrison, A. G. (2021). De-Implementing Inappropriate Accommodations Practices. <i>Canadian Journal of School Psychology, 36</i>(2), 115-126.</p> <p>Scullin, M. K. (2019). The Eight Hour Sleep Challenge During Final Exams Week. <i>Teaching of Psychology, 46</i>(1), 55–63.  <a href="https://doi.org/10.1177/0098628318816142">https://doi.org/10.1177/0098628318816142</a></p>	
9	<b>Evaluating Teaching and Assessing for Whether Students Learned</b>	<p>Wesp, R., &amp; Miele, J. (2008). Student opinions of the quality of teaching activities poorly predict pedagogical effectiveness. <i>Teaching of Psychology, 35</i>(4), 360-362.</p> <p>Berk, R. A. (2018). Start spreading the news: Use multiple sources of evidence to evaluate teaching. <i>The Journal of Faculty Development, 32</i>(1), 73-81.</p> <p>Deslauriers, L., McCarty, L. S., Miller, K., Callaghan, K., &amp; Kestin, G. (2019). Measuring actual learning versus feeling of learning in response to being actively engaged in the classroom. <i>Proceedings of the National Academy of Sciences, 116</i>(39), 19251–19257.  <a href="https://doi.org/10.1073/pnas.1821936116">https://doi.org/10.1073/pnas.1821936116</a></p> <p>Haladyna, T. M., Downing, S. M., &amp; Rodriguez, M. C. (2002). A review of multiple-choice item-writing guidelines for classroom assessment. <i>Applied measurement in education, 15</i>(3), 309-333.</p> <p>Brothen, T. (2012). Time Limits on Tests: Updating the 1-Minute Rule. <i>Teaching of Psychology, 39</i>(4), 288–292.  <a href="https://doi.org/10.1177/0098628312456630">https://doi.org/10.1177/0098628312456630</a></p> <p>Szpunar, K. K., McDermott, K. B., &amp; Roediger, H. L. (2007). Expectation of a final cumulative test enhances long-term retention. <i>Memory &amp; Cognition, 35</i>(5), 1007–1013.  <a href="https://doi.org/10.3758/BF03193473">https://doi.org/10.3758/BF03193473</a></p>	
10	<b>Online Learning</b>	<p>Means, B., Toyama, Y., Murphy, R., Bakia, M., &amp; Jones, K. (2010). Evaluation of Evidence-Based Practices in Online Learning: A Meta-analysis and Review of Online Learning Studies. US Department of Education. <a href="https://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf">https://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf</a></p> <p>Fisher, M., &amp; Oppenheimer, D. M. (2021). Harder Than You Think: How Outside Assistance Leads to Overconfidence. <i>Psychological Science, 32</i>(4), 598–610.  <a href="https://doi.org/10.1177/0956797620975779">https://doi.org/10.1177/0956797620975779</a></p> <p>Mayer, R. E., &amp; Moreno, R. (2003). Nine ways to reduce cognitive load in multimedia learning. <i>Educational psychologist, 38</i>(1), 43-52.</p>	

11	Presentation/Pitches		
12	Presentation/Pitches		

### Course Policies That Are Important for You to Know

#### Timing of Final Examinations

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; they are posted on the Friday before Reading Week for the Winter Term 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.**

#### Accommodations for Disabilities

Queen's University is committed to achieving full accessibility for people 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 their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016: <https://www.queensu.ca/secretariat/policies/senate/academic-accommodations-students-disabilities-policy>. If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the **Queen's Student Accessibility Services (QSAS)** and register as early as possible. For more information, including important deadlines, please visit the [QSAS website](#).

#### Academic Consideration for Students in Extenuating Circumstances

Academic consideration is a process for the university community to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances that may impact or impede a student's ability to complete their academics. This may include but is not limited to:

- Short-term physical or mental health issues (e.g., stomach flu, pneumonia, COVID diagnosis, vaccination, etc.)
- Responses to traumatic events (e.g., Death of a loved one, divorce, sexual assault, social injustice, etc.)
- Requirements by law or public health authorities (e.g., court date, isolation due to COVID exposure, etc.)

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances. For more information, please see the [Senate Policy on Academic Consideration for Students in Extenuating Circumstances](#).

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the [portal where a request can be submitted](#). Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty. If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following contact information:

Instructor/Course Coordinator Name: Meghan Norris

Instructor/Course Coordinator email address: [meghan.norris@queensu.ca](mailto:meghan.norris@queensu.ca)

Students are encouraged to submit requests as soon as the need becomes apparent and to contact their Professors/Course Coordinators as soon as possible once Consideration has been granted. Any delay in contact may limit the Consideration options available.

Please email me within 3 business days of receiving verification of your Consideration request. For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, [please see our website](#).

### **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.

### **Copyright of Course Materials**

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the instructor's intellectual property. 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 (including note sharing sites), 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.

### **Turnitin Statement**

This course uses 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 to detect 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 select the authenticity of work as a part of a larger process.

Please read [Turnitin's Privacy Pledge, Privacy Policy, and Terms of Service](#), which govern 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.

### **FeedbackFruits Statement**

This course makes use of FeedbackFruits for interactive reading. Be aware that by logging into the site, you will be leaving onQ, and accessing FeedbackFruit's website and software. Your independent use of that site, beyond what is required for the course (for example, purchasing the company's products), is subject to FeedbackFruit's terms of use and privacy policy.

- You are encouraged to review these documents using the link(s) below before using the site. <https://feedbackfruits.com/>
- You are encouraged to review the applicable privacy statements before using the site. <https://feedbackfruits.com/privacy>

### **Notice of Recording**

Synchronous (live) classes may be delivered in this course through a video conferencing platform supported by the University (most likely Zoom). The University has taken steps to

configure these platforms in a secure manner. Classes, if recorded, will be recorded with video and audio (and in some cases transcription) and will be made available to students in the course for the duration of the term. The recordings may capture your name, image or voice through the video and audio recordings. By attending these live classes, you are consenting to the collection of this information for the purposes of administering the class and associated coursework. If you are concerned about the collection of your name and other personal information in the class, please contact the course instructor to identify possible alternatives. To learn more about how your personal information is collected, used and disclosed by Queen's University, please see the [Notice of Collection, Use and Disclosure of Personal Information](#).

**Grading Scheme:**

*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***

<b>Grade</b>	<b>Numerical Course Average (Range)</b>
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

**Netiquette Statement**

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 promoting the following 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. Acknowledge the impact of oppression on other people's lives and make sure your writing is respectful and inclusive.

4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
6. It's alright to disagree with ideas, but do not make personal attacks.
7. Be open to being challenged or confronted on your ideas and challenge others with the intent of facilitating growth. Do not demean or embarrass others.
8. Encourage others to develop and share their ideas.

**Web Browsers:**

onQ performs best when using the most recent version of the web browsers, Chrome or Firefox. Safari and Edge are strongly discouraged as these web browsers are known to cause issues with onQ.

**Tech Support:**

For technology support ranging from setting up your device, issues with onQ to installing software, contact ITS Support Centre.