COURSE DESCRIPTION

The study of social psychology is a fascinating field, certainly one that readily applies to our lives. In this course, I will provide you with a general overview of research and theory in social psychology, based on classic and contemporary findings from the social psychological literature. This course is research-oriented. You will also learn about the scientific methods used by researchers in social psychology to conduct valid research.

Prerequisites: PSYC 100

UNIVERSITY OPERATING DATES

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

LEARNING OUTCOMES

After successfully completing PSYC 241, you will be able to

1. Explain the scientific theories underlying phenomena such as social judgment, prejudice, group influence, altruism, and aggression.

2. Explain how individual difference variables and situational factors interact to predict cognition and behavior.

3. Draw connections between social psychological theories and everyday life, applying these theories to real-world problems.

COURSE MATERIALS

We will use the following textbook which is available at the Campus Bookstore:

- Myers, D. G., Spencer, S. J., & Jordan, C. H. (2021). *Social Psychology* (8th Canadian ed.). New York: McGraw-Hill.

Please note: This textbook has an "e-version" as well, which you can purchase instead of the hard copy. Either option is fine. Also, this book has a number of online resources associated with it. You are welcome and encouraged to take advantage of these resources but they are not formally part of the course content (i.e., they are optional).

If you choose to buy an older edition of this textbook, please note that you are responsible for all of the information in the 2021 edition.

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).

SUGGESTED TIME COMMITMENT

Students can expect to spend approximately 8 to 10 hours a week (120 hours per term) in study, practice, and online activity for this course.

LAND ACKNOWLEDGEMENT

Queen's University is situated on traditional Anishinaabe and Haudenosaunee Territory. 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 – people whose practices and spiritualities 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 Peoples from other Nations across Turtle Island present here today.

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. In this class I will work to promote an anti-discriminatory, anti-racist and accountable environment where everyone feels welcome. Students in this class are encouraged to participate during class discussions and to support others in their participation. Because the class will represent a diversity of individuals, beliefs, backgrounds, and experiences, every member of this class is asked to show respect for every other member.

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.

PRIVACY STATEMENT FOR THIRD PARTY SOFTWARE

This course makes use of McGraw-Hill Connect for e-text required readings.

Please follow these instructions for getting started with Connect:

Be aware that by logging into Connect, you will be leaving onQ, and accessing McGraw-Hill's website. Your independent use of this site, beyond what is required for the course (for example, purchasing the company's products), is subject to McGraw-Hill's terms of use and privacy policy. You are encouraged to review McGraw-Hill's privacy policies before using the site.

INSTRUCTOR EXPECTATIONS

Students can expect that I will provide a welcome and stimulating class environment. I value equity, fairness, and transparency in all aspects of the course. I encourage student questions, discussions, and engagement, whether in-person or online. I will act as a guide to the course content and provide supplementary information, highlight important concepts, and teach new skills. I have high expectations for students and will do my utmost to help each student excel.

EXPECTATIONS OF STUDENTS

Students in this course are expected to attend remote sessions, be prepared to learn, participate, and contribute productively to the course environment. It is recommended that students prepare themselves by reading the assigned material before class and keeping up to date on activities in onQ.

Students must take personal responsibility for their learning and actions, such as by taking the initiative to try to find the answers to their questions, clarify concepts, and complete required assignments to the best of their ability.

Throughout this course, there will be opportunities for you to interact with your TAs, instructor, and your peers. The TAs, instructor, and students in this course are expected to "act in good faith," which means fair and honest dealings, interactions, and communications. You are expected to behave with integrity at all times, both in face-to-face interactions and when engaging with each other online. See the discussion guidelines which I expect each of us to adhere to when interacting with one another, whether in person or online.

WEIGHTING OF ASSESSMENTS

Discussion Forums (best 5 out of 6)	20%
Written Application Assignments (3)	15%
Midterm Exam	15%
Final Exam	50%
Participant Pool	2% (Bonus)

DESCRIPTION OF LEARNING ACTIVITIES AND ASSESSMENTS

Interactive Video Lessons

Each week, you will be responsible for completing an interactive video lesson. The questions within these videos are opportunities for you to test your understanding of the content of the lessons in preparation for the midterm and final exam. These self-test questions are not graded.

Discussion Forums

During weeks 3, 5, 7, 9, 10 and 11, you will participate in small group discussions related to the interactive lessons and readings. Your participation in these discussions will be graded. Your final grade in the course will include your best 5 marks for the 6 discussion posts.

Therefore, (in the interest of Flexible Design for Learning) you are able to "miss" one discussion without it negatively impacting your grade on this component of the course. Please note that discussions that are not completed for any reason, regardless of documentation, will be graded as 0.

Written Application Assignments

You will be assigned three papers that will give you the opportunity to apply what you have learned in the course. Please note that we will be enforcing a very strict word limit of 500 words on these papers. Content beyond this word limit will not eligible for credit. Also, please note that the 500 word limit does not include your name, student number, or in-text citations. Each written assignment is worth 5%.

- Written assignments may be submitted as either a word document or PDF.

Midterm Exam

The midterm exam will cover all course material, including readings, interactive lessons, chapter videos, and discussions, from Modules 1 through 5.

The marking for the midterm test is as follows: 30 multiple choice questions, @ 0.5 mark= 15 marks.

- The deferred midterm exam date is TBD.

Proctored Final Exam

The final exam is cumulative and will cover all course materials, including lectures and readings from Modules 1 through 12.

- The format of the final exam is multiple choice.

- Students must pass the final exam in order to pass the course.

SUBMISSION OF ASSIGNMENTS

All assignments are to be submitted through onQ. Emailed assignments will not be accepted and will not be graded.

It is the student's responsibility to ensure that their document is 1) submitted in the correct format and 2) can be opened by members of the teaching team.

1) Written assignments should be submitted as an MS Word file (*.docx). Each student is provided with free access to MS Word as part of their Microsoft 365 account. For information on how to access your account, please contact Information Technology Services (ITS). Files that are not in the required format will be considered late and penalized accordingly until the assignment is properly submitted.

2) Unreadable, corrupt, empty, or incomplete files will be considered late and penalized accordingly until the assignment is properly submitted.

Students are not permitted to revise their submissions in any manner once the deadline has passed.

Please note, the marking rubric has been created to help guide you toward success on this assignment, highlighting key criteria essential to your success; however, the marking rubric is not an exhaustive list of success criteria. While the teaching team will be providing marks on this assignment using the criteria outlined in the marking rubric, the teaching team reserves the right to provide feedback that is not always explicitly stated in the marking criteria, should circumstances warrant. Please review the marking rubric in detail and connect with the teaching team if you have any questions.

ESSENTIAL REQUIREMENTS AND FLEXIBILITY TO SUCCEED

Your grade in this course will be calculated based on your performance on the assessments as documented in this syllabus. There are no other opportunities for credit other than those documented in this syllabus.

Assignments in this course have been designed with flexibility for academic consideration for all students: each written assignment (including discussion posts) have a 72-hour grace period; graded discussion questions will be marked best 5 out of 6.

Short term academic considerations are built into all assignment due dates and will not be extended past this three-day grace period.

Therefore, (in the interest of Flexible Design for Learning) you are able to "miss" one discussion without it negatively impacting your grade on this component of the course. Please note that discussions that are not completed for any reason, regardless of documentation, will be graded as 0.

Long-term requests will be handled on a case-by-case basis if needed. See Academic Regulation 7.2.1.

In order to pass the course, students must complete:

- 2 out of 3 written application assignments,
- 4 out of 6 interactive discussion posts,
- the midterm exam,
- the final exam.

Students who miss the midterm exam and have been excused from the exam (such as by an approved academic consideration) will write a deferred midterm exam (dates TBD). Students will not be able to write a deferred midterm exam after grades have been returned for the midterm exam scheduled on October 18-19th.

Students who have received permission to write a deferred final exam are expected to write their exam during the Fall deferred final exam period usually held in January (dates TBA). Requests for earlier final exam dates or individualized deferred exam dates will not normally be accommodated. The deferred exam is considered an official exam to which all the exam regulations apply. The Exams Office will set a conflict-free schedule for each student.

It is essential that written submissions (e.g., assignments 1, 2, 3) are composed with university-level writing, including spelling and grammar. Quality of writing, including spelling and grammar, is graded according to the assignment rubrics. Written assignments are designed so that there is sufficient time for students to review and correct their writing prior to the published deadlines. Please take advantage of the following resources to ensure your submission satisfies this essential requirement:

- Academic English Skills: https://sass.queensu.ca/resources/academic-english-skills
- Asynchronous Feedback Service: eal.sass@queensu.ca
- Peer Writing Assistants: https://sass.queensu.ca/appointments
- Professional Writing Consultants: https://sass.queensu.ca/appointments

POLICY ON REGRADING REQUESTS

Grades on assessments are allocated based upon demonstrated mastery of the materials and skills as evaluated by the instructor/TAs.

All assignments and learning activities will be graded by the teaching team using detailed marking rubrics in line with established marking practice.

Students who believe grades on their assessments are inaccurate should first discuss the grading and feedback with the teaching assistant who graded their work. This initial request must occur within **five days** of receiving the original feedback. Requests for re-marking should be emailed to the instructor within 48 hours of the discussion with the initial grading TA and must explicitly and clearly state how the work deserves a different grade than assigned. The request should include:

- the assignment,

- all feedback from your TA (including your discussion with them), and

- why discussions with the teaching assistant did not resolve the situation.

If I decide to approve a re-mark, another teaching assistant will re-mark the assessment under my supervision. The re-mark will stand as the final mark, even if it is lower than the original mark.

PARTICIPANT POOL INFORMATION

Students in this course have the option of volunteering in psychological research conducted by faculty and advanced students in the Psychology Department. For every half hour of research completed, you can increase your final mark in this course by 0.5% up to a maximum of 2%. If you are enrolled in more than one eligible course, you will select the course toward which your research participation will be credited when you sign up for a study. You can complete studies toward each course. You cannot apply the same study credit to more than one course, and research credit cannot be used to improve a failing mark to a passing mark. The last day to participate in research for bonus credit is the last day of classes. For more details, please see the Departmental Participant Pool website.

Although participation is not a requirement, we do consider it to be an integral part of the course and encourage students to participate. Students gain valuable direct experience in methods of psychological investigation and contribute to research.

Each study has been reviewed in detail and cleared by the Department's Ethics Review Committee. Nevertheless, you may decline to participate, for any reason at all, in any study for which you sign up. You may also direct any ethical concerns to the researcher or Participant Pool Officer.

At the conclusion of each study in which you participate, you should be provided with information about the purpose of the study and other relevant details. The idea is to ensure that your participation will benefit your education, as well as add to the fund of knowledge in psychology. You are encouraged to ask questions about the research in order that you understand fully why the study is being conducted, and what your role is, as a participant.

How to sign up for studies

We use the website Sona for the participant pool. All students will be activated in the participant pool in the 3rd week of classes. If you have previously used the participant pool, you will use the same userid and password that you used previously. If you are new to the participant pool, you will receive an email with your login information during the 3rd week of class.

During the first week of the semester, you will be emailed a link to an online prescreening questionnaire that will be due by the end of the Add/Drop period (second Friday of the term). If you complete the larger prescreening questionnaire online, you may become eligible for additional studies, and those researchers will contact you directly to find a time to participate.

If you are in multiple 2nd year Psyc courses that use the participant pool, you must assign your credits to a particular course. For example, if you are in PSYC 241 you can have 2 credits assigned to it. If you have 3 credits assigned to that course, the extra credit won't count unless it's applied to another course. If you have credits assigned to the incorrect courses, please contact participant.pool@queensu.ca. The final day you can request credit reassignment is the final day of class.

Signing up for studies is done through the Sona site directly: CLICK HERE.

What if I don't want to participate?

Participation in research is entirely voluntary. If you want to earn credit but don't want to participate in a particular study, you can complete an alternative assignment instead. For the alternative assignment, researchers either will offer a walk-through of their experiment, or they will have you to read an article or blog post, listen to a short podcast, or watch a short video and then answer questions about it. To complete an alternative assignment, you must contact the principal investigator of a particular study (see the study's contact information on SONA for their email) before the last week of classes for the semester to complete the alternative assignment option. Although the length of studies will vary, all alternative assignments will last approximately 30 minutes, so you will earn 0.5% for each alternative assignment that you complete.

Off-Campus Students

Off-campus students: please note that you can participate in online studies and researchers who offer these studies also offer online alternative assignments.

What if I can't make a research appointment?

Please note: we understand that life happens and you may be unable to attend the session you sign up for as a result of extenuating circumstances. If you are unable to attend your scheduled session due to an extenuating circumstance, please contact the researcher directly to reschedule the session and/or receive an "excused no-show" notation. An "excused no-show" is guaranteed if you contact researchers 3 or more hours in advance of your appointment.

Research is an important activity that directly impacts science and society, and that also impacts a larger system (e.g., time in lab space is very limited and can be costly—for example, booking a 1 hour session in the fMRI facility costs $400). We thank you in advance for ensuring that you attend your scheduled sessions, and that you follow up with the researcher as soon as possible if you miss a

session due to extenuating circumstances. However, if you reach 2 unexcused no-shows in a given semester, you will not be able to sign up for additional studies/alternative assignments that semester. You will be automatically granted the ability to sign up for studies to earn research credit the following academic semester.

Who should I contact for help?

*Note: Your course instructor is not involved in the administration of studies and alternative assignments. If you have questions about studies, please contact the researchers listed on SONA. Questions about the pool (e.g., credits) should be directed to the participant pool coordinator at participant.pool@queensu.ca

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

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

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.

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 (located in the upper right corner of the homepage of the course). Feel free to help answer your peers' questions on this forum. Most questions are answered within 48 hours, excluding weekends and holidays.

Email is the preferred method of contact for the instructor and TAs. Please enter **PSYC 241** in subject line. Please note that the instructor responds to emails within approximately 48 hours (although usually the same day) during business hours (Monday to Friday, 9 am to 5 pm).

To schedule an appointment, please use my Calendly account: ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮. You can select whether you'd like to meet in person or whether you'd like to schedule a virtual meeting via MS Teams. Please enter the course code for your class and a brief note about the purpose of the meeting. Meeting times are automatically set for 15 minutes. If you would like to schedule a longer meeting, feel free to book a subsequent time slot. If there are no suitable appointment times available, please email me at ▮▮▮▮▮▮▮▮▮▮▮▮▮ to make alternate arrangements.

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.

NETIQUETTE

In any course you often communicate with your peers and teaching team through electronic communication. You are expected to use the utmost respect in your dealings with your colleagues or when participating in activities, discussions, and online communication.

Here is a list of netiquette guidelines. Please read them carefully and use them to guide your communication in this course and beyond.

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 the lives of other people 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 ok to disagree with ideas, but do not make personal attacks.

7. Be open to being challenged or confronted on your ideas and to challenging others with the intent of facilitating growth. Do not demean or embarrass others.

8. Encourage others to develop and share their ideas.

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.

VIRTUAL MEETINGS

The use of cameras is optional but encouraged during our online synchronous sessions. Turning your camera on allows for a more personal experience. Since the online tutorial is considered a virtual classroom, you are expected to behave as if you were in a classroom. We do, however, understand when pets or family members interrupt!

Live sessions are designed to encourage students to practice using their vocabulary, grammar, comprehension, and oral skills through group activities. Students will be required to participate in synchronous sessions and appear on video because body language helps us to communicate. Each tutorial session will be offered multiple times to accommodate students' schedules.

The Zoom Tutorial Chat function is available to all students. In fact, all students are encouraged to use the chat to ask your TAs questions and communicate amongst yourselves regarding the tutorial assignment. However, the Zoom Tutorial Chat is intended strictly for questions and dialogues pertaining to course and material.

NOTICE OF RECORDING

Synchronous (live) classes will be delivered in this course through Zoom and/or Teams, video conferencing platforms supported by the University. Steps have been taken by the University to configure these platforms in a secure manner. Classes 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.

COPYRIGHT

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. PSYC 241

ACCESSIBILITY/ACCOMMODATIONS

Queen's University is committed to working with students with disabilities to remove barriers to their academic goals. Queen's Student Accessibility Services (QSAS), students with disabilities, instructors, and faculty staff work together to provide and implement academic accommodations designed to allow students with disabilities equitable access to all course material (including in-class as well as exams). If you are a student currently experiencing barriers to your academics due to disability related reasons, and you would like to understand whether academic accommodations could support the removal of those barriers, please visit the QSAS website to learn more about academic accommodations or start the registration process with QSAS by clicking *Access Ventus* button at **Ventus | Accessibility Services | Queen's (queensu.ca)**

VENTUS is an online portal that connects students, instructors, Queen's Student Accessibility Services, the Exam's Office and other support services in the process to request, assess, and implement academic accommodations.

To learn more go to the Visual Guide to Ventus for Students.

ACADEMIC CONSIDERATIONS 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. For more information, undergraduate students in the Faculty of Arts and Sciences should consult the Faculty's webpage on Academic Consideration in Extenuating Circumstances and submit a request via the Academic Consideration Request Portal. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

Students are encouraged to submit requests as soon as the need becomes apparent and to contact their instructor and/or course coordinator as soon as possible once Academic Consideration has been granted. Any delay in contact may limit the options available for Academic Consideration.

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 the Faculty of Arts and Science Academic Consideration website. ASO courses include links to information on **Academic Accommodation** on your **Course Homepage** in onQ.

Please see the Teaching Team page for all contact information regarding Academic Accommodations and Considerations.

Please use the information provided on the Teaching Team page.

ACADEMIC INTEGRITY

Queen's University is dedicated to creating a scholarly community free to explore a range of ideas, to build and advance knowledge, and to share the ideas and knowledge that emerge from a range of intellectual pursuits. Queen's students, faculty, administrators and staff therefore all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility and by the quality of courage. These values and qualities 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.

The following statements from "The Fundamental Values of Academic Integrity" (2nd edition), developed by the International Center for Academic Integrity (ICAI), contextualize these values and qualities:

1. **Honesty:** Academic communities of integrity advance the quest for truth and knowledge through intellectual and personal honesty in learning, teaching, research, and service.

2. **Trust:** Academic communities of integrity both foster and rely upon climates of mutual trust. Climates of trust encourage and support the free exchange of ideas which in turn allows scholarly inquiry to reach its fullest potential.

3. **Fairness:** Academic communities of integrity establish clear and transparent expectations, standards, and practices to support fairness in the interactions of students, faculty, and administrators.

4. **Respect:** Academic communities of integrity value the interactive, cooperative, participatory nature of learning. They honor, value, and consider diverse opinions and ideas.

5. **Responsibility:** Academic communities of integrity rest upon foundations of personal accountability coupled with the willingness of individuals and groups to lead by example, uphold mutually agreed-upon standards, and take action when they encounter wrongdoing.

6. **Courage:** To develop and sustain communities of integrity, it takes more than simply believing in the fundamental values. Translating the values from talking points into action -- standing up for them in the face of pressure and adversity — requires determination, commitment, and courage.

Students are responsible for familiarizing themselves with and adhering to the Senate regulations concerning academic integrity, along with Faculty or School specific information. Departures from academic integrity include, but are not limited to, plagiarism, use of unauthorized materials, facilitation, forgery and falsification. Actions which contravene the regulation on academic integrity carry sanctions that can range from a warning, to loss of grades on an assignment, to failure of a course, to requirement to withdraw from the university.

Generative Artificial Intelligence (AI) Tools

Using generative AI writing tools such as ChatGPT in your submitted work is not permitted in this class. This type of use constitutes a Departure from Academic Integrity.

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 plagiarized text in this course. Data from submissions is also collected and analyzed by Turnitin for detecting Artificial Intelligence (AI)-generated text. These results are not reported to your instructor at this time but could be in the future.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. The similarity report generated after an assignment file is submitted produces a similarity score for each assignment. A similarity score is the percentage of writing that is similar to content found on the internet or the Turnitin extensive database of content. 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.

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COMPUTER 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

- Latest version

Media Player

- HTML5 compatible

Adobe Reader

- 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.