

SYLLABUS

PSYC 251

Developmental Psychology

Fall 2023

The teaching team's contact information and office hours, as well as information about class meeting times and locations, can be found in OnQ (on the course home page).

1. Land acknowledgment

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.

2. Course description

This course is designed to be an introduction to the scientific study of human development, with an emphasis on social, cognitive, and neurobiological processes underlying perceptual, cognitive, and emotional development from infancy to adolescence.

3. Learning outcomes

After completing PSYC251, students should be able to:

1. Describe the general course of typical development from conception to late adolescence in the cognitive, linguistic, emotional, and social domains—and recognize their effect on one another.
2. Compare and contrast the major developmental theories and discuss the strengths and weaknesses of each theory.
3. Discuss the different methods used in developmental psychology research and evaluate how these research methods are dependent upon the theoretical approach of the researcher, the developmental age of the participants, and the research question being asked.
4. Recommend ways to promote children's well-being and successful development, based on developmental research and theory.
5. Critically discuss a variety of materials related to child development and effectively communicate ideas to different audiences.
6. Collaborate with peers through problem-based learning activities to explore concepts and research related to child development.

These learning outcomes (LOs) will be assessed through evaluation of:

- Your conceptual understanding of the material, via a midterm (20%; LO 1-4) and final exam (40%; LO 1-5)
- Your ability to describe, synthesize, and communicate knowledge to a variety of audiences, via discussion posts (20%; LO 1, 2, 5, 6) and essays (20%; LO 1-5)

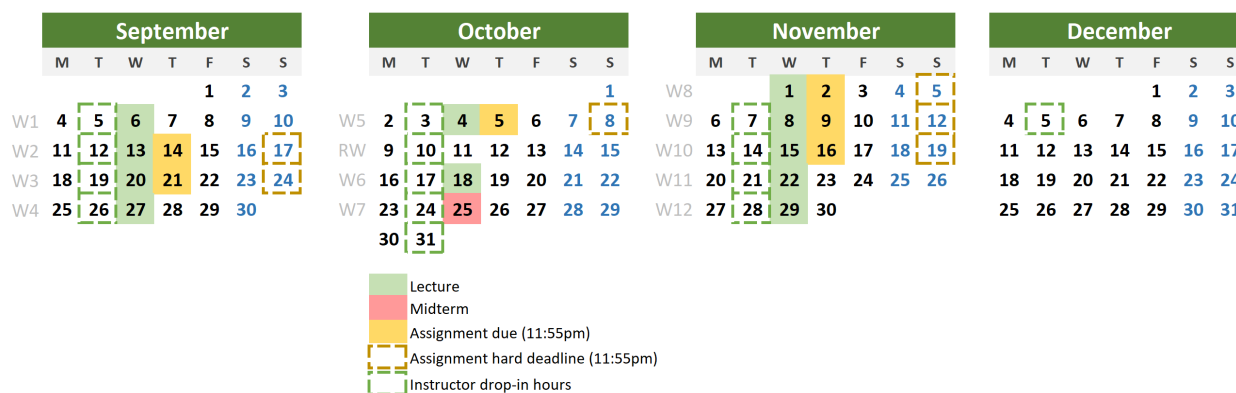
Acquiring knowledge about developmental psychology, developing critical thinking skills, and practicing your capacity to apply your knowledge to propose concrete real-world solutions will likely transfer to other aspects of your life. For instance, these are all skills that are highly valued in careers in health services, psychological intervention, academia, education, and social policy, amongst others.

4. Course materials and timeline

Week	Topic	Readings (Siegler et al., 6 th ed.)	Assessment
WEEK 1 Sep 6	What is developmental psychology?	● Chap. 1 (all)	
WEEK 2 Sep 13	Early developmental processes	● Chap. 2 (pp. 41-62) ● Chap. 3 (pp. 79-104 + 111)	DUE SEP 14, 11:55PM: Discussion Post 1, initial
WEEK 3 Sep 20	Theories of cognitive development	● Chap. 4 (all)	DUE SEP 21, 11:55PM: Discussion Post 1, reply
WEEK 4 Sep 27	Language & symbolic development	● Chap. 6 (all)	
WEEK 5 Oct 4	Conceptual development	● Chap. 5 (pp. 157-165 + 174-190) ● Chap. 7 (all)	DUE OCT 5, 11:55PM: Essay 1
Reading Week			
WEEK 6 Oct 18	Intelligence & achievement	● Chap. 8 (all)	
WEEK 7 Oct 25	Theories of social development	● Chap. 9 (all; esp. pp. 318-344)	IN CLASS: Midterm
WEEK 8 Nov 1	Family & peer relationships	● Chap. 12 (pp. 421-445) ● Chap. 13 (pp. 457-472 + 478-482)	DUE NOV 2, 11:55PM: Discussion Post 2, initial
WEEK 9 Nov 8	Emotional development	● Chap. 10 (pp. 349-374)	DUE NOV 9, 11:55PM: Discussion Post 2, reply
WEEK 10 Nov 15	Attachment & development of the self	● Chap. 11 (all)	DUE NOV 16, 11:55PM: Essay 2
WEEK 11 Nov 22	Gender development	● Chap. 15 (all)	
WEEK 12 Nov 29	Moral development	● Chap. 14 (all) ● Chap. 13 (pp. 472-478)	
EXAM PERIOD			Final exam

Course calendar

We will meet once a week (Wednesdays). It is highly recommended that you come to classes having read the assigned readings for that week. Students can expect to spend, on average, about 10 hours per week attending class and completing relevant readings, assignments, and course activities.



Course announcements

Every Sunday at 5PM, the instructor will post course announcements and a “to-do” for the coming week in OnQ. Make sure to turn on your notifications for the course to ensure you receive the course announcements.

Textbook

Siegler, R., Eisenberg, N., Saffran, J., & Gershoff, E. (2020). *How Children Develop* (6th Canadian Edition). Macmillan Learning.

This textbook is available at the Queen's Campus Bookstore. It is a required text. Reading the textbook is very important for you to obtain the foundational knowledge that is required for the course. Materials on the pages listed below are critical for all assessment components.

You may select a hardcover or e-book version of the textbook (note that the Launchpad program is not required). **Please note that the 6th Canadian edition is the required text for this class.** In the event of exceptional circumstances, the 5th Canadian edition may be used as an alternative (though this is not recommended). If you choose to use the 5th edition text, the page numbers listed below will not match the page numbers of your textbook version; please see OnQ for a page equivalence document. Students should not purchase the 4th edition.

5. Assessments and grading

The course comprises both open-book written assignments (discussion posts, essays) and closed-book in-person exams (midterm, final).

Assessments	% of grade	Due date	
Discussion posts	20%	Post 1 (10%)	<i>Initial post:</i> September 14, 2023 @ 11:55PM (post to OnQ) <i>Reply post:</i> September 21, 2023 @ 11:55PM (post to OnQ)
		Post 2 (10%)	<i>Initial post:</i> November 2, 2023 @ 11:55PM (post to OnQ) <i>Reply post:</i> November 9, 2023 @ 11:55PM (post to OnQ)
Essays (best grade of 2)	20%	Essay 1	October 5, 2023 @ 11:55PM (upload to OnQ)
		Essay 2	November 16, 2023 @ 11:55PM (upload to OnQ)
Midterm exam	20%	October 25, 2023 (in class)	
Final exam	40%	During exam period (TBD based on exam schedule)	

Written assignments

Discussion posts (20%; 2x 10%): There are **two discussion post activities** in this course. Each discussion activity will require you to post an 'initial post' and a 'reply post' (each worth 5%; you must post an initial post to be able to create a reply post). The discussions will allow you to interact with your peers to explore key topics, perspectives, and applications of concepts to real-world practice. **Detailed instructions and an evaluation rubric will be provided in OnQ.**

Essays (20%; best grade of 2): Throughout the term, you will have the opportunity to complete **two different essays**. Students are *strongly* encouraged to complete both essays. However, the essay with the higher grade will be the only one to count toward your final mark. These essays are designed to encourage you to relate the material to you personally or to the world at large. Only information from the textbook and class materials (e.g., slides, lectures) should be used as source material. **Detailed instructions and an evaluation rubric will be provided in OnQ.**

- ❖ Grace period: The deadline for written assignments (including discussion posts and essays) can be automatically extended by 72 hours, without needing to email the teaching team or connect with the Academic Considerations office. **The hard deadline for discussion posts & essays is therefore Sunday 11:55PM after the stated deadline. Assignments submitted after the hard deadline will not be considered.** If you have accommodations through QSAS or Academic Considerations for >3 days and require more than 72 extra hours to submit your assignments, you should email Tara at psyc.accom@queensu.ca before the hard deadline to request a longer extension.

Note: Completing these written assignments is considered an *essential component* of this course. They are designed to evaluate your ability to describe, synthesize, and critically evaluate key information about the field, and communicate these in writing to various audiences (consistent with degree-level expectations). Students must complete a minimum of 1 post (including both the initial and reply components) and 1 essay to meet essential requirements for the course.

Exams

Midterm exam (20%): The **midterm will be held during class time, in person, in Week 7** (on October 25). It will cover material in Weeks 1-6, inclusively. The exam will consist of 80 multiple choice questions. You will have 1.5 hours to complete the exam. Questions are designed to test your knowledge at the conceptual level, with some applied and some factual questions.

Final exam (40%): The **final will be held on-campus (in person) during Queen's exam period** (date and time TBD). It will cover all class material from Weeks 1-12, inclusively, with a focus on Weeks 7-12. The exam will consist of multiple-choice questions, short-answer questions, and short essay-style questions. You will have 3 hours to complete the exam. Student exam schedules for the Fall Term are posted via SOLUS immediately prior to the Thanksgiving holiday. Students should delay finalizing any travel plans until after the examination schedule has been posted. The exam date will not be moved or deferred to accommodate employment, travel/holiday plans or flight reservations.

- ❖ **Academic Considerations or QSAS Accommodations:** Should you face extenuating circumstances surrounding the midterm or final exam, please communicate with and forward Academic Consideration requests to psyc.accom@queensu.ca (see section 8). If you are registered with QSAS, your accommodations will be managed through Ventus (see section 7). Please see your QSAS advisor for support with Ventus.

Note: Completing these exams is deemed an *essential component* of this course, as they allow for a formative and summative evaluation of your knowledge and critical understanding of key concepts, methodologies, and theories (consistent with degree-level expectations). Students must complete both the midterm (or make-up midterm) and final exam to meet essential requirements of the course.

Bonus marks

You may earn up to 2% bonus marks through volunteer research participation, via the Psychology Participant Pool (see section 12).

Attendance

You may notice that there are no marks for attendance or participation. You are expected to attend class (in person) every week and engage in the discussion and class activities. If you miss class, I assume it is for a good reason. Slides will be made available in OnQ and classes will be recorded. However, please be advised that I cannot guarantee recordings' availability (e.g., in case of technical issues) or quality (e.g., in terms of capturing class discussion). I cannot facilitate hybrid classes. In the event you need to miss class, I recommend identifying a classmate who can share their notes with you.

Grading policy

You will receive feedback on all submitted work within 2 weeks of the hard deadline. If you feel the grade you have received does not reflect the work you turned in, you may ask for your assignment to be graded again **by submitting a "Regrade Request" form (found under Content in OnQ) within 72 hours of receiving your mark**. If your assignment is regraded, understand that your grade may be higher or lower than your first mark. The second grade is final.

Grading method

In accordance with the [Psychology Grading Policy](#), some components will be graded using numerical percentage marks. Other components will receive letter grades, which for purposes of calculating your course average will be translated into numerical equivalents using the Faculty of Arts and Science approved scale. Your course average will then be converted to a final letter grade according to Queen's Official Grade Conversion Scale below.

Arts & Science Letter Grade Input Scheme

Assignment mark	Numerical value for calculation of final mark
A+	93
A	87
A-	82
B+	78
B	75
B-	72
C+	68
C	65
C-	62
D+	58
D	55
D-	52
F48 (F+)	48
F24 (F)	24
F0 (O)	0

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

A full list of Departmental Policies can be found at:

<https://www.queensu.ca/psychology/undergraduate/current-students/departmental-policies>

6. Available supports

The teaching team is committed to providing you with multiple opportunities to ask questions, receive feedback, practice competencies, and build skills. We are eager to support your success in this course.

Contact information for the instructor, TAs, and Accommodations Assistant can be found on the course homepage in OnQ. Here are a few ways to connect with the teaching team:

- Ask questions before/during/after class: Questions during class are always welcome. The instructor and at least one of the TAs will be available shortly before and after classes as well, to field more individual questions.
- OnQ discussion forum: Feel free to create posts on our designated Questions discussion forum in OnQ (under Communications > Discussion). Don't underestimate how helpful it can be to your classmates to post a general question there—everyone can then benefit from seeing the answer! Discussion forum questions are answered *within 1 business day* (roughly 9-5, Mon-Fri).
- Come to instructor drop-in hours: The instructor will hold weekly drop-in hours during which you can pop into her office to ask questions. This is protected time that is reserved to engage with you about the course—so feel free to come by! Time and location of drop-in hours can be found in OnQ. If you wish to meet over Zoom instead, please send the instructor a quick email to indicate this. If you are hoping to meet but are not available at that time (e.g., you have class or another unavoidable scheduling conflict), please email asking for additional availabilities (including your own availabilities in the email).

- **Email:** You can email the teaching team with questions (please include PSYC251 in the subject line so that we know which course you are inquiring about). Emails will be answered *within 3 business days*.
 - o **If your question is about logistics (e.g., course design, requirements, due dates),** you should **email the TAs** at the course email (see contact information in OnQ). Please check that the answer to your question is not already included in the syllabus or course announcements!
 - o **If your question is about the implementation of your accommodations in the course OR you are requesting an extension on assignments (beyond the grace period),** you should **email Tara Karasewich** (Accommodations Assistant) at psyc.accom@queensu.ca.
 - o **If your question is about the content of the course (e.g., you don't understand a certain concept),** you should **email the instructor** (see contact information in OnQ).

7. Accommodations for disabilities

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: <https://www.queensu.ca/ventus-support/students/visual-guide-ventus-students>.

If you have any questions regarding the implementation of your accommodations in this course, please contact Tara Karasewich (Accommodations Assistant) at the following e-mail: psyc.accom@queensu.ca.

If you have supporting documentation for accommodations (e.g., letter from QSAS), please ensure you are registered in Ventus as soon as possible. If you have accessibility needs that it would be helpful for us to know about, please let Tara and the instructor know in advance/as relevant so that we can best support your success in the course.

8. 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 illness or injury (e.g., stomach flu, anxiety/depression, mononucleosis, concussion, broken bones, surgery, medical treatments, etc.)
- traumatic/confidential event (e.g., bereavement, serious injury, illness or required treatment for a significant other/family member or a traumatic event such as divorce, sexual assault, social injustice, etc.)
- requirements by law or public health authorities (e.g., court dates, jury duty, requirements to isolate, etc.)
- significant event (e.g., varsity athletic event, distinguished event, serving in the Reserve Forces, 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 (<https://www.queensu.ca/secretariat/policies/senate/academic-consideration-students-extenuating-circumstances-policy>).

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.

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:

Course Coordinator Name: Tara Karasewich

Course Coordinator email address: psyc.accom@queensu.ca

What's the difference between academic considerations and accommodations? To help you navigate the academic considerations and/or accommodations process in times of distress, please consult the "Academic Considerations & Accommodations Guidance" document in OnQ: it contains a primer on how to connect with the Academic Considerations team/QSAS and links to resources that support students' well-being on campus.

9. Academic support

All undergraduate students face new learning and writing challenges as they progress through university. Students can contact Student Academic Success Services (SASS) for support in the following areas:

- 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](#).
- [Online resources](#) that provide strategies for academic skills and writing development.
- 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.

10. 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 (see www.academicintegrity.org). 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.

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 or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university. Here are some examples of departures from academic integrity:

Plagiarism Presenting another's ideas or phrasings as one's own without proper acknowledgement	<ul style="list-style-type: none"> - Copying and pasting from the internet, a printed source, or other resource without proper acknowledgement - Copying from another student - Using direct quotations or large sections of paraphrased material in an assignment without appropriate acknowledgement - Submitting the same piece of work in more than one course without the permission of the instructor(s)
Use of unauthorized materials	<ul style="list-style-type: none"> - Possessing or using unauthorized study materials or aids during a test - Copying from another's paper - Unauthorized removal of materials from the library, or deliberate concealment of library materials
Facilitation Enabling another's breach of academic integrity	<ul style="list-style-type: none"> - Making information available to another student - Knowingly allowing one's essay or assignment to be copied by someone else - Buying or selling of term papers or assignments and submitting them as one's own for the purpose of plagiarism
Forgery Submitting counterfeit documents or statements	<ul style="list-style-type: none"> - Creating a transcript or other official document
Falsification Misrepresentation of one's self, one's work or one's relation to the University	<ul style="list-style-type: none"> - Altering transcripts or other official documents relating to student records - Impersonating someone in an examination or test - Submitting a take-home examination written, in whole or in part, by someone else - Fabricating or falsifying laboratory or research data

Queen's [Student Academic Success Services](#) (SASS) offers a **self-directed, online academic integrity module** which we encourage all students to take which will help with:

- Understanding the nature of the academic integrity departure
- Understanding the expectations of and role of sources in scholarly writing
- Integrating sources into your writing (paraphrasing, quoting, summarizing)
- Understanding when and how to cite your sources
- Managing your time effectively to avoid the need for shortcuts
- Taking effective notes to ensure accuracy of source material and correct attribution

Acknowledging sources: Make sure you are citing sources adequately. APA style is preferred (for a helpful primer on APA style, see: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

These websites can help you make sure that you are able to write things in your own words:

- <https://www.queensu.ca/academicintegrity/students/avoiding-plagiarismcheating>
- <https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing>
- http://writing.wisc.edu/Handbook/QPA_paraphrase.html

Individual work: All work in this class must be completed independently. You are not permitted to work collaboratively on assignments or exams, and are expected to show independent knowledge on all assessments. You must not share/post exam questions or answers with anyone, in or out of the course.

Generative Artificial Intelligence (AI) tools: Using generative AI writing tools like ChatGPT in your submitted work is **not permitted** in this class. This type of use constitutes a departure from academic integrity.

Turnitin: 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.

Please read Turnitin's [Privacy Policy](#), [Acceptable Use Policy](#) and [End-User License Agreement](#), 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 University 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. (*Portions of this section have been adapted, with permission, from the University of Toronto Centre for Teaching Support and Innovation tip sheet "[Turnitin: An Electronic Resource to Deter Plagiarism](#)".*)

11. Discussion etiquette

We will be holding discussions about the material in class. In addition, you may want to engage in course discussions in the OnQ forums. **Please use meaningful titles for your discussion board posts** (e.g., "question about X" rather than "question"), so that others in the class may navigate the forums easily. In addition, please be courteous in your exchanges with others (in person and online). Each student brings a different lived experience from which to draw upon. To help one another learn the most we can from this experience, please consider 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 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.

12. Participant pool (voluntary research participation)

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. 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 Psychology courses that use the participant pool, you must assign your credits to a particular course. For example, if you are in PSYC 251, 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 to request a 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: Please note that off-campus students 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? 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.

13. Statement for students travelling abroad

If you plan to travel, it is strongly recommended 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 the format or timing on assessments cannot be changed for travel plans.

14. General course technology requirements

For technology support ranging from setting up your device, issues with onQ to installing software, contact ITS Support Centre: <https://www.queensu.ca/its/itsc>

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

15. Privacy statement regarding external website

This course makes use of external websites, such as lab.js.org, Padlet, or Kahoots, for the delivery of course activities. Your independent use of these sites, *beyond what is required for the course (for example, purchasing the company's products)*, is subject to each website's terms of use and privacy policy. You are encouraged to review these documents before using the sites.

16. Notice of recording

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](#).

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