

## PSYCHOLOGY 501

### 2023 - 2024

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#### ***Learning Outcomes – discuss with your supervisor!***

To complete this course, students will demonstrate their ability to:

- Apply the scientific method to construct a research question, formulate research hypotheses, design a study, collect/analyze data, and discuss the implications and limitations of their findings.

#### Knowledge/Research Skills

- Build a research study based on existing theory and extend beyond previous research.
- Design a viable research question and formulate testable hypotheses.
- Demonstrate and apply the principles of experimental design.
- Identify the ethical principles related to their research.
- Produce an appropriate means of analyzing their data and solve the difficulties involved in data collection and management.
- Assess the implications of their own research.
- Critique the limitations of their own research.
- Effectively communicate the results of their research in written form.
- Effectively communicate and defend the results of their research in oral form.

#### Professional Skills

- Successfully work as part of a research team.
- Manage a project from start to finish, seeking help appropriately to solve problems as they arise.
- Work independently.
- Accept and provide feedback professionally.

## Schedule/Key Dates

| Date  | Topic  |
|---|--|
| September 5   | Introduction to 501  |
| September 12  | Proposal Requirements, Human Ethics, and Participant Pool    |
| September 19  |  |
| September 26  |  |
| October 3   |  |
| October 10  | FALL TERM BREAK (Oct. 10 -13)                                |
| <b>Sunday, October 15: ALL THESIS PROPOSALS DUE (11:59 PM at onQ)</b>   |  |
| October 17  |  |
| <b>Sunday, October 22: Proposal reviews/questions due from Reader (11:59 PM at onQ)</b>   |  |
| October 24  | Proposal Presentations #1                                    |
| October 31  | Proposal Presentations #2                                    |
| November 7  | Proposal Presentations #3                                    |
| November 14   | Proposal Presentations #4                                    |
| November 21   | Proposal Presentations #5 (if needed)                        |
| Feb 27, 2024  | Thesis Defense Information, Formatting the Poster and Thesis |
| <b>Tuesday, March 26: POSTER DUE (11:59 PM at onQ)</b>  |  |
| <b>Wednesday, April 10, 2024:</b><br><b>PSYCHOLOGY RESEARCH DAY – POSTER PRESENTATIONS</b><br><b>WRITTEN THESIS DUE (11:59 PM at onQ)</b> |  |
| <b>Final version of thesis due by May 1 to Ms. Wilke/Undergraduate Office</b>   |  |

### Assessments

1. Proposal and proposal defense (10%): grade provided by thesis coordinator

2. Lab work throughout the year (25%): grade provided by supervisor
3. Written thesis (45%): grade from thesis examining committee (supervisor: 20%; second reader: 40%; thesis coordinator 40% for this grade component)
4. Final poster defense (20%): grade from poster examining committee \*

This course has no final exam. However, students have to present their project as a poster on the PSYC 501 Research Day, held during study period. The exact date will be announced by February. **The poster presentation will not be moved or deferred to accommodate employment, travel/holiday plans, or flight reservations.**

### **Grading Method**

In this course, 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 (see below). Your course average will then be converted to a final letter grade according to Queen's Official Grade Conversion Scale (see below).

**Arts & Science Letter Grade Input Scheme Scale**

| <b>Assignment mark</b> | <b>Numerical value for calculation of final mark</b> |
|------------------------|--|
| 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 (0)                 | 0  |

**Queen's Official Grade Conversion**

| <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                            |

## **PSYC 501: Honours Thesis Research Distribution of Contributions and Responsibilities**

Please familiarize yourself with the different roles and responsibilities that students, supervisors, course coordinators, and teaching assistants (TAs) will assume for the purpose of this course.

## Student

Different projects require and hone different skills, but scientific research generally requires curiosity, initiative, dependability and hard work

Affirm through their work the values of honesty, scientific rigour, cooperation, and the ethical principles of respect, fairness, and concern for the welfare of others.

Complete research and seminar work on time and at a high level of quality

Communicate promptly any problems encountered in the research with supervisor

Communicate promptly any issues that may affect thesis progress with supervisor and coordinator

Respond within reasonable time to queries by supervisor and coordinators

## Supervisor

Propose a thesis topic or area in which they are willing to supervise the honours student, that is of appropriate scope given the timeframe of the course and prior experience level of the student.

**Obtain ethics clearance for the thesis project.** The ethical conduct of research is ultimately faculty responsibility, thus the continuous training and supervision of trainees in this area is imperative. Please reach out to the 501 coordinators if you have any questions about this at all.

Guide the student in developing the research question and methods, implementing the study, collecting and analyzing the data, the write-up of the project and poster preparation in a timely manner.

Provide or make arrangements for the resources needed for the student to carry out the research.

Clearly communicate their expectations with respect to the student they are supervising and the basic mechanics of the student's participation in the lab, their attendance at lab and supervisory meetings, project timeline milestones, and so forth. All of this is critical to establishing how students will achieve the learning outcomes for the course through their project

Grade student's lab work and written thesis

Respond within reasonable time to queries by students and coordinators

Participate in grading of other 501 students' theses and posters

Participate in Psychology Research Day (poster session)

### **PSYC 501 Coordinators and TAs**

Provide organizational structure supporting students' thesis work and their achievement of the learning outcomes associated with Psyc 501

Approve project proposals and changes to the initial thesis project plans

Coordinate proposal, thesis, and poster grades

Read and grade proposals and written theses

Organize Psychology Research Day

Adjudicate awards

Mediate student-supervisor interactions, on either side's request

Organize student-faculty matching for the following year.

Respond within reasonable time to queries by students and supervisors

# PSYC 501: GUIDELINES FOR STUDENTS

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These Guidelines have been prepared to help you negotiate your way through the course with a minimum of stress and confusion. You should study them before you begin work on your thesis and consult the appropriate sections as you move through the year. Students usually find that there is a great deal for them to learn in the course because for most of you this will be your first experience in carrying a research project through all of its stages. Learning how to do this presents both opportunities and challenges.

It is important that you are aware that not only must you complete your thesis successfully, but you must also do so within fairly stringent and unavoidable time constraints. The deadlines are unavoidable because all of the work (e.g., formulation of research plan, gathering data, analysis of the results and preparation of the written report, and the examination) must be completed in time to allow submission of marks to the Faculty Office in late April. As a result, you not only have a great deal to learn but you also have to do it on a fairly tight schedule.

Remember that the grade deadline for graduates is tighter than for other students, because they not only have to be recorded but also must be used to calculate eligibility for graduation and class of degree. If you expect to graduate at the end of the academic year there is very little leeway -- should you become delayed, you seriously jeopardize your chance of graduating on schedule. Moreover, you will find that most stages of your research take considerably more time (about 3 times more!) than you might anticipate. Once you fall behind it is very difficult to catch up. Thus, strict deadlines have been established in order to keep students on track. Adherence to the schedule is very much in your best interest, as it is established to facilitate completion of your thesis work on time.

The role of the 501 Course Coordinators is to assist you in making your thesis a rewarding and educational experience. If you have problems or questions, your first resource should be your supervisor, but if he/she can't answer or help in every way necessary, do not hesitate to consult us - the sooner the better! It is important and in your best interest that you let your supervisor know of your progress regularly. Problems can and do arise, but they can be handled far more easily if there is advanced warning.

## *1. The Honours Thesis: Scope and Approval Criteria*

1) The Department of Psychology does not have firm rules on what sort of a research question constitutes a valid topic for an honours thesis other than the restriction that the thesis must be **empirical**, that is, students must deal with data at some level.

Archival studies, in which students did not actually collect the data they used, are allowed. By their very nature, archival studies are different than projects where

students collect the data themselves. Thus, supervisors and students should take particular care to ensure that such projects meet the learning objectives for the course.

2) In addition, the honours thesis should require on average about 15 hrs/week **time commitment** from the student. Significant deviation from this expectation will be a concern.

3) We expect that **each thesis constitute work that is unique and substantially the student's own**. In some circumstances, a group of students may each conduct parts of a larger investigation. For example, students may use different experimental manipulations but share control groups. This is acceptable but the projects need to be sufficiently independent to allow substantive intellectual contribution by each student.

### Approval criteria

1) Proposals need to demonstrate that the learning objectives of the course will be met

2) the project is feasible, i.e., can be accomplished within the course time frame.

All research conducted by Queen's students and faculty has to undergo ethical review and receive ethical clearance from HREB, GREB, or Animal Research Ethics.

## *II. Steps in Your Honours Thesis Research and Psyc 501*

If you have not done so already, you should contact your supervisor **immediately**. Before the end of Add/Drop period you should have an understanding of:

- the area and potential topic of your honours research (it's a good idea to do some readings)
- the expectations of your supervisor about your contributions to and presence in the lab
- how often you will meet and who will provide direct guidance to you

Should problems arise, you should contact your course coordinator immediately.

### Step 1: Preparing and Submitting a Research Proposal

#### *Proposal*

You have a few weeks to generate a clear and definite proposal for your research project. This is done in close consultation with your supervisor, and ordinarily takes several revisions before submission to your course coordinator. Proposals should be **no**

**more than 10 double-spaced pages, including tables and figures, but excluding references or attachments such as questionnaires to be used.** Proposals must contain adequate information for a judgment to be made on the rationale, methodology and proposed analysis of results. The specific format used to write the proposal is available on OnQ in the “Thesis Proposal and Ethics Handout” document.

We suggest that you ask your supervisor for some examples of previously accepted proposals in your area. Examples of a well-written proposal from recent years will also be posted on OnQ. Make sure you discuss with your supervisor the timeline for completing your thesis and the specific learning outcomes you will be working towards.

**Once you and your supervisor are both satisfied with your proposal, you should submit your proposal on onQ prior to the deadline stated above (see Schedule).**

Please see the [thesis proposal and ethics handout](#) (available on onQ) for specific directions on how to submit your proposal and what to include with your submission.

### *Ethics Training*

**Students are expected to complete ethics training and submit documentation of completion of this training with their proposal.**

For students who are working with animals, you will complete three mandatory courses: WHIMIS, the Online Animal Research Ethics course (QACS 799) and the hand-on animal training offered by the University Animal Care Services. Please consult with your thesis supervisor for further information on these mandatory courses.

All other students will complete the Tri-Council’s online ethics module. This module takes a total of approximately two to four hours to complete. You need not complete the module in one sitting, as you are able to save frequently and return to the module when you are able. A confirmation page will appear when you have successfully completed the module. You are required to include this page in your proposal. The module is available here: <http://tcps2core.ca/welcome>

### *Ethics Clearance*

Your project needs to have ethical clearance by GREB, HREB, or the Animal Research Ethics Committee. It is your supervisor’s responsibility to ensure that your project has ethics approval, and they will provide you with documentation of that approval when it is time to submit your thesis proposal.

If your project is part of an already approved protocol, then your supervisor must add you as a team member to the approved protocol. In this case, you will submit with your



proposal a copy of the clearance letter from GREB showing that you are added as a team member.

If your project is a new project (involving new data collection or archival data), your supervisor must seek clearance through the appropriate Ethics committee (GREB or HSREB). They will then provide you with the clearance letter, which you will append to your thesis proposal when it's time to submit it. If the project has not been cleared by the deadline for submitting the proposal, that's okay. Just please include a page explaining this in place of the clearance letter. Please be aware, however, that you cannot conduct research until you receive that clearance letter – if you do not have it by the time the proposal must be submitted you may be at risk for falling behind on your timeline. Make sure that you're keeping track of this as you proceed through your timeline and make adjustments proactively. Finally, once you do receive the letter, you must submit the clearance letter on OnQ so it is in our records.

You do not have to be added as a team member if you are conducting archival research that falls within the scope of the original terms of participant consent. However, you still need to provide the ethics clearance letter for the original project.

### *Project Approval*

**To be approved**, a proposal needs to demonstrate that the learning objectives of the course will be met and be feasible, i.e., can be accomplished within the course time frame by the student. Course coordinators may request clarification or changes to a proposal to ensure that these criteria are met. **Note that the ethical clearance of a project IS NOT THE SAME as the approval of an honours thesis proposal.**

Should a change in the proposal become necessary after the initial approval, it is both the student's and the supervisor's responsibility to notify the coordinators of the changes. Note that trivial changes, such as the wording of instructions, do not need approval, but any substantive changes (e.g., that substantially change the research design, the amount of work involved, or target population) should be discussed. Your thesis might be unacceptable if you bypass this procedure, so check in doubtful cases. **Amendment to the ethics clearance may also be required.**

### Step 2: In-class Research Proposal Presentations

***As part of Psyc 501, all students are required to both present their research project to their section and provide feedback to other students' proposals.*** This allows students to learn from each other how to deal with a variety of different research problems. You can only do one thesis yourself, but while you are developing your own ideas it can be very instructive to learn about the problems faced by your peers and to see how they approach solutions. This will be invaluable experience for your own poster defense in April.

You will be assigned as a reader for one other presentation. This information will be posted on OnQ.

*As a Speaker:*

Each student will prepare an oral presentation of their proposal, which they will present for comments and discussion. You may use whatever aids you wish, (e.g., flow charts, diagrams, etc). We strongly recommend that you use PowerPoint, Prezi, etc. to present your material.

**You will be allowed 10 minutes for your presentation.** You should present the substance of the proposal, i.e., the problem with its background and rationale, research design and methods, and proposed data analysis.

Your proposal presentation is an opportunity for you to get feedback, as well as practice in preparing for your final defense. The proposal will be graded by the thesis supervisor, who will also provide written feedback.

*As a Reader:*

**Each student will act as a reader for one proposal presentation.** Readers will be e-mailed a copy of their assigned proposal and it is their responsibility to read and evaluate it in advance of the presentations. A “Proposal Evaluation Worksheet” is available at onQ. In addition to briefly answering the worksheet questions, write out at least 5-6 of your own well thought out questions that you will ask the presenter at the end of their presentation. You might only ask a portion of these questions.

You will hand in your written comments/questions via OnQ in the “Readers’ Comments/Questions” folder (see Schedule for deadline).

Please title your document as:

PSYC501Reader\_ProposalAuthorLastName\_ReaderLastName. For example, if Sally Smith reviewed John Jones’ proposal, the file name should be “PSYC501Reader\_Jones\_Smith”.

*As an Audience Member:*

All students are expected to be present at each proposal presentation session – even if you are not a presenter or a reader. All students are also encouraged to honor their colleagues’ presentations by engaging with the presentation, asking questions, and providing thoughtful constructive comments. Audience members’ feedback is probably the most valuable source of information for students when it comes to what needs more explanation, what is clear, what works, and what needs some attention.

**Please note: Your performance as a presenter, reader and an audience member will be part of the proposal grade.**

### Step 3: Conducting Your Research

The kinds of research that are undertaken as honours theses are so wide-ranging that few generally applicable rules can be suggested. It should be clearly understood, however, that whatever the topic, you should aim to complete your research **as soon as possible**. (It always takes longer than anticipated!) As a general guideline, start collecting data as early as possible. Preferably, you should begin piloting if required by your project before the end of the first term.

Although you will be working closely with your supervisor and possibly with others in the lab, please remember that the thesis research that you conduct is supposed to be your own. That is, you have primary responsibility for developing your research question, collecting your data, conducting the relevant analyses, and writing your thesis manuscript. Your supervisor will grade your lab work in terms of your independence, and although you must work closely with others, you need to take the initiative to make your thesis happen.

A few other important points:

1. *Equipment and Funds*: Supervisors are responsible for providing materials, equipment, animals, etc. for the research. As part of developing the proposal, students and supervisors should make sure that these resources are available. The department will cover the cost of the poster for the final Research Day.
2. *Human participants*: If your study involves recruiting human participants from the Psychology Participant Pool then you must first obtain permission to do so (see Participant Pool website on the Department page for information on how to do so).
3. *Lectures/Videos/Narrated PowerPoint slides on onQ*: There will be two lectures with narrated slides (one each term) about ethics and the subject pool, reviewing SPSS, the thesis structure and formatting, poster preparation and presentation preparation. Lecture times and topics are provided in the Schedule above, and slides will also be available on OnQ throughout the duration of the course. Attendance at all in-class sessions is mandatory.
4. *Dedicated time for work on your thesis*: We cannot stress enough the importance of finding consistent time for dedicated work on your writing (both proposal and thesis). Please set aside regular times to allow you to work on these course components.

### Step 4: Thesis Report Writing

501 culminates in the thesis manuscript. It's a (surprisingly) big job, but there is lots of support for it. First there are templates and examples posted online. Second, we encourage you to not wait until the last minute to start! You can do much of the writing before data collection is complete. For example, the way your data turn out is unlikely to affect your introduction, so the draft of the final introduction to the work may be started almost as soon as the proposal is accepted. The method for your study can be written

up as soon as you have completed piloting and started data collection. We recommend that you keep in close touch with your supervisor concerning the progress of your research and writing. We also recommend that you allow time for many drafts before your supervisor is satisfied with it.

Much of the mark for your thesis is based on the quality of your written work. This will be read by your supervisor, your thesis coordinator, and another faculty member in the department who may not know very much about the work you've done. If you have to rush your written work, it's unlikely that you'll make as compelling a document as you might if you plan to take the time.

The model for the written report should be a thesis rather than a journal article. The thesis format is briefly outlined in the current (7th) edition of the APA Publication Manual. In general, you should follow APA format as outlined for theses in the current manual. Any major deviation from APA format should be undertaken only with very good reasons. In case of doubt, consult your 501 coordinators or TAs.

**IMPORTANT: *An honours thesis is usually around 20 pages long, excluding appendices. Theses longer than 50 pages, excluding the reference list and appendices, will not be accepted.*** For a description of material suitable as appendices, see the APA Manual.

Before it will be read by your thesis coordinator and additional faculty member, the thesis must be approved in its final form by your supervisor. When submitting your thesis, you must attach an approval letter/email from your supervisor. Again, remember to allow enough time before your submission deadlines for your supervisor to read the thesis and suggest revisions. The time during which you will be writing is a busy time for academic work and you should plan for some delays in your supervisor's response. Schedule the interim time for minor tasks, such as the compilation of references or table of contents. It may also take more time than you expect to make revisions. The secret of good writing is rewriting.

## Step 5: Handing in Your Thesis

**A copy of your thesis, approved by your supervisor, must be submitted on onQ by the Psychology Research Day (poster day) – Wednesday, April 10, 2024.** (The deadline is at 11:59 PM).

Your written thesis will be examined and graded by your thesis coordinator (40% of thesis grade), your supervisor (20% of thesis grade), and an additional examiner/second reader (40% of thesis grade). We will schedule the additional readers by the end of March.

If you must submit late, you must notify your coordinator that you are going to be late **AND** obtain their agreement. Follow the accommodation guidelines in the syllabus when

applicable. Note that a delay in submitting your thesis may make it impossible for us to submit your grade on time to meet the graduation deadlines.

## **Step 6: Poster Presentation and Defense**

There will be a lecture to help prepare you for the poster presentation and defense. The poster day will be scheduled after the end of classes and prior to the final exam period. If you have a conflict with the poster day, it is your responsibility to contact your course coordinator right away.

The poster defense format is designed to simulate a poster symposium at a professional conference. The poster day will last from 9:00 am – 4:00 pm, and each student will be assigned a 2-hour block during which they will need to be by their poster. Each student's poster presentation will be examined and graded by two (2) faculty members who will not have read the written thesis. At their poster, students will meet with each of the two faculty members separately for ~20 minutes over the course of their 2-hour block. During each meeting you will provide a ~3-5-minute summary of your poster and then answer questions for ~10-15 minutes.

You will be judged on how well you demonstrate mastery of your research problem and of the area generally. Some questions will be very specific, and others may be very general. You will not be able to tell from the questions how any given committee member evaluates the thesis—sometimes examiners will save the toughest questions for the best theses. You can bring a copy of your thesis to the defense for reference.

## **DELAYS IN COMPLETING THE THESIS**

Delays occasioned by problems in completing research should be reported in writing to the course coordinators as soon as they occur. Automatic or advance authorization for delays in the examination will not be given. Rather, the student must outline the circumstances producing the delay to the course coordinators, who will then decide on appropriate action. The maximum penalties that can be levied are shown below. Clearly, it will be in your best interest to minimize any delay.

| <i>Unexcused Delay</i>            | <i>Maximum Grade that can be Awarded</i> |
|-----------------------------------|--|
| 1-7 days past due date            | A-                                       |
| 8-21 days past the due date       | B  |
| 22 or more days past the due date | C  |

As noted earlier, late submissions may result in missing the Degree List for the Spring Convocation.

### III. Sample Timeline for Research Involving Data Collection

Literature review/Project Conceptualization: September  
Proposal: mid-October  
Ethics clearance: received by mid-October and included in the proposal  
Piloting (if necessary): end of October, beginning of November  
Data Collection: as soon as possible but by Mid November  
Data analysis: by mid-February  
Writing (Introduction/Method): by January  
Writing (Results/Discussion): by late Feb or early March  
Poster: by the end of March

You are required to submit a timeline for your research as part of your research proposal. The above timeline is meant to be used as a guideline only, both at the level of detail and the level of dates. The more you can break down the tasks involved in your research with your supervisor and specify concrete deadlines for yourself, the more helpful the process of creating a timeline will be. Research based on archival data may unfold quite differently.

#### A Note of Encouragement

In the past, most honours theses have been of very high quality, and we expect the same again this year. Problems do arise but most students proceed through the challenges successfully and rate the experience as educationally outstanding.

The Psyc 501 coordinators and TA are here to help you to make your thesis a high point of your intellectual growth and development, and to minimize the problems. Do not hesitate to ask for advice, consultation, or information when you need it. For more general academic resources that may be helpful to you throughout this course, you may also wish to visit the Arts and Science Undergraduate web page at <http://www.asus.queensu.ca/acsfacts>.

[revised August, 2022]

#### 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](http://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 (see the Senate Report on

Principles and Priorities (<http://www.queensu.ca/secretariat/policies/senate/report-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 (<http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1>), on the Arts and Science website (see <https://www.queensu.ca/artsci/students-at-queens/academic-integrity>), 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 (see <https://www.queensu.ca/academicintegrity/students/avoiding-plagiarismcheating> for useful information regarding plagiarism is related issues). 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.

### Web Browsers and Internet Speed

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.

While wired internet connection is encouraged, we recognize that students may be relying on a wireless connection. A minimum download speed of 10 Mbps and up to 20 Mbps for multimedia is recommended. To test your internet speed, <https://www.speedtest.net/>

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>

### 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 to through onQ to Turnitin. In doing so, students' work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarism.

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

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

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

### [Accommodation 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 of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see <https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf>). 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 at: <http://www.queensu.ca/studentwellness/accessibility-services/>

### [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 of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see <https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf>). 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 at: <http://www.queensu.ca/studentwellness/accessibility-services/>

### Academic Consideration for Students in Extenuating Circumstances

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances is available at

<http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with re-quests 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 at: <http://www.queensu.ca/artsci/accommodations>. 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:

Instructor/Coordinator Name:

Instructor/Coordinator email address:

### Diversity and Inclusion

It is our intent that students from all backgrounds be well-served by this course and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. We would like to create a learning environment that supports a diversity of thought, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that what we might expect based on the official record, please let us know.
- Please be thoughtful and considerate of potential differences in backgrounds.

## In-Class Discussion Guidelines

University is a place to share, question and challenge ideas. 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.