

# Syllabus

## Psychology 100: Principles of Psychology 6.0 units; Fall & Winter 2022-2023 Queen's University

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### PRE-REQUISITES AND EXCLUSIONS

There are no pre-requisites for this course. Note that this course has the following exclusions:  
EXCLUSION(S): PSYC 101/3.0; PSYC 102/3.0; PSYC 103/3.0

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### COURSE LOCATION

This course is delivered fully online, and has no synchronous meeting times other than scheduled tests/exams. This means that there are no set times each week that we will be meeting. We know that our students are living across time zones, many face challenges with internet bandwidth, and glitches happen at the worst times. We hope that the asynchronous nature of this course will help to reduce those barriers.

Please note, though the course has no formal lecture meeting time, **this course is not self-paced**. For example, there are weekly activities and assignments that are required (with flexibility described below). The due dates are firm, and exams occur at the time scheduled by the Registrar. All due dates posted in this course are in "Kingston" time (Eastern).

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### ACKNOWLEDGEMENT OF TERRITORY

We would like to acknowledge that the Queen's campus upon which this course is being hosted from is situated on traditional Anishinaabe and Haudenosaunee territory. We are grateful to be able to be live, learn and play on these lands.

To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of

the earliest European colonies. It is also to acknowledge this territory's significance for the Indigenous peoples who lived, and continue to live, upon it and whose practices and 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 people from other Nations across Turtle Island present here today.

To read more about the history of the land, see the Queen's Encyclopedia.

We encourage you to learn about the history of the lands upon which you are currently living, working, and playing.

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## COURSE DESCRIPTION

An introductory survey of basic areas of psychology including perception, cognition, learning and motivation and their biological substrata. Also reviewed are child development, individual differences, social psychology, and clinical psychology. Research participation experience is provided for students on an individual voluntary basis. Students are encouraged to participate in up to five hours of research experimentation.

This is a fully online, asynchronous version of this course. In this version of the course, students will have weekly online readings and lessons (including videos), and weekly assignments and activities. Many of these activities will allow for interaction with your classmates. Though there are no scheduled meeting times in this course, there are weekly requirements. We have included these components to help you keep up with course content, and to promote deeper thinking and better learning through working with your classmates. This course requires your active participation throughout the course.

We expect that you will be available via high-speed internet on key dates where your engagement is required (see Course Timeline). During the year, should you experience an illness or serious personal problem, it is your responsibility to contact [psyc.accom@queensu.ca](mailto:psyc.accom@queensu.ca) as soon as possible (see the Accommodation for Disability, and Academic Consideration sections below for more information). Please note that there are over 2000 students currently taking PSYC100 in different versions of this course--we do our best to get to know each student, but to help us quickly look up relevant information, **please be sure to include your student number, and that you are in the online version of this course (section 700) in every email correspondence.**

For students who will be out of Canada for any part of this course, please note that we have had instances in the past where certain Web sites that are required to complete the online courses, including onQ, have been blocked intermittently in some countries (e.g., China). It is your responsibility to make sure that you will have adequate high speed Internet coverage for the entirety of the course.

We are living in a time of Covid-19 when many of us are working in new environments, and when technology glitches at the worst possible times. We encourage you to submit your work ahead of the posted deadline to prevent last-minute glitches. This course uses Flexible Design, described below, to help offset times when engaging in the course is not possible.

**Please note:** Consistent with best practices in privacy, updates concerning your course will be sent to your Queen's email account ONLY.

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## LEARNING OUTCOMES

After completing PSYC 100, you should be able to:

1. Summarize the major areas and themes of psychology.
  2. Demonstrate an understanding of the role of genes and environment in determining behaviour and mental processes.
  3. Describe the major psychological theories and the empirical evidence upon which they are based.
  4. Apply the scientific method to the formulation and answering of questions related to psychology.
  5. Assess the validity of, and provide accurate interpretations of, psychological findings.
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## SUGGESTED TIME COMMITMENT

Students can expect to spend, on average, about 10 hours per week in PSYC100. Your time will be spent completing relevant readings and videos, assignments, and course activities.

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## CONTENT COVERED IN THIS COURSE

This course addresses many of the major areas in the broad discipline of Psychology. All dates are specified in the Course Timeline found in OnQ.

For a summary of the content covered, please see below:

### Content Covered

| Week   | Topics                                   |
|--------|--|
| Week 1 | Introduction to Psychology               |
| Week 2 | Research Methods                         |
| Week 3 | Genetics and Evolution                   |
| Week 4 | Learning                                 |
| Week 5 | Neurons                                  |
| Week 6 | Neurobiology                             |
| Week 7 | Introduction to Sensation and Perception |
| Week 8 | The Visual World                         |

|         |  |
|---------|--|
| Week 9  | Consciousness and Sleep                                    |
| Week 10 | Attention and Memory                                       |
| Week 11 | Memory   |
| Week 12 | Language, Language Use, and Development                    |
| Week 13 | Cognitive Development                                      |
| Week 14 | Social and Emotional Development                           |
| Week 15 | Adolescence, Emerging Adulthood, and Aging                 |
| Week 16 | Intelligence and Decision Making                           |
| Week 17 | Motivation and Emotion                                     |
| Week 18 | Interacting with Tough Content, Self-Care, and Wellness    |
| Week 19 | Psychopathology I  |
| Week 20 | Psychopathology II   |
| Week 21 | Psychopathology, Psychopathy, and Therapeutic Orientations |
| Week 22 | Personality  |
| Week 23 | Social Thinking and People in Groups                       |
| Week 24 | Relationships and Self-Identify                            |

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## TEXTBOOK

The textbook for this class is a customized online Open Access textbook. This textbook is free, and available to you in multiple formats (e.g., you can view it on the web, download it in a variety of formats, and you can also choose to get it printed if you wish). Each week of OnQ links you to your readings through a URL. If you would like to download and print the pages for your own personal use, you are able to do this (but note that the videos will not print). The entire book is available at the following link:

Please note that this book is compatible with many e-readers and screen readers. Please click "Download this book" to see available formats.

If you wish to have the book printed, the Queen's Print & Copy Centre is one service provider that prints large documents. It is up to students to source the best location for printing this resource if they choose to (e.g., the instructional team does not search for best prices, time required for printing, etc). Please note that videos embedded in the text will not be available in a printed version.

Please see the legal copyright information regarding course materials below.

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## COURSE COMMUNICATION

### Course Announcements

Course announcements will be used to post real-time announcements to the class, check-ins from your professor, and helpful links as they arise. Copies of the announcements can also be sent to your Queen's email account if you subscribe—and we strongly recommend you subscribe to this feature. For instructions, please see the 'Welcome to the course!' announcement."

### Queen's Email

The instructional team will only contact you at a Queen's University email account, and the information will come from a Queen's University email account. If you receive an email that you are suspicious of, please email PSYC100@queensu.ca to verify whether the communication is trustworthy.

Questions that pertain to your personal circumstances, or that are not described below, should be directed to PSYC100@queensu.ca This account is monitored during business hours, and your question will be either answered directly, or re-directed to the person best able to assist. Please be sure to only send email from your Queen's email account (we will not respond to emails from non-Queen's accounts due to privacy), and be sure to include your full name and student number in any emails. Please expect a response within 24-48 business hours. In the unlikely event that you do not get a response in 48-business hours, please re-send your message. We take pride in quick responses, and want to make sure nothing slips through the email cracks :) (Business hours are Monday-Friday 9am-5pm (Kingston time), excluding holidays).

**NOTE: Please do not write to your TAs or Instructors using the onQ "Send Message" option in onQ. It will not be responded to as this is not monitored.**

### General OnQ Discussion Forum

Any content-related or tech-related questions should be posted in the respective OnQ Discussion Forum. Here, students can respond to one another, and the teaching team also monitors this discussion to jump in and assist. This is a really great feature of our course, and we strive to build an engaging and inclusive course-related discussion forum.

Sometimes tech fails, or things don't go as hoped. Especially when tech fails, or if things don't go as hoped, there may be temptation to jump onto the forums and express your frustration. Please know that we have a large teaching team, and we are committed to providing you with a rich learning experience. It's important that in our online learning environment, we maintain a safe and inclusive space. Please post messages to the discussion board

that in our discussion forum, we maintain a professional tone. Please post messages to the discussion board with the intention of seeking solutions, exploring topics in a scholarly manner, and with openness for respectful discussion.

Remember that there are many humans on the other side of the computer screens in this class, and our discussion board is our virtual classroom space. In the event that a message is posted without the intention of seeking solutions, exploring topics in a scholarly manner, or without an openness for respectful discussion, it will be removed. Please see the "netiquette" policy below for more information.

You may have a personal question arise--please do not post this to the discussion board for your own privacy. If you have a question that is specific to your circumstance, please send it to PSYC100@queensu.ca so that we can help in a private manner :)

## Weekly Lab Group Discussion Forum

Questions related to your ongoing weekly lab assignment should go into your lab discussion forum. If there is no discussion forum that week, please post to the Course Questions Forum.

## Office Hours

May be arranged by appointment, by writing to PSYC100@queensu.ca We can hold online (e.g., Skype/Teams) office hours by appointment. Drop-in office hours will also be provided, and these will be posted in a widget on our course onQ homepage.

## Course Feedback

At various points during the course, students may be asked to take part in a variety of feedback activities (such as questionnaires and exit tickets). This feedback enables the team to make any adjustments necessary to improve the online learning environment. Additional student feedback will be sought throughout the course. All surveys are directly related to activities, assessments, and other course material. Thanks in advance for sharing your feedback so that we can make adjustments.

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## ASSESSMENTS

This course includes a variety of assessment types.

### Assessments

| Component          | Weight (%) |
|--------------------|------------|
| December Exam      | 30%        |
| April Exam         | 40%        |
| Weekly Online Labs | 10%        |

|  |                  |
|--|------------------|
| Fall "MegaLab" (Peer Review Assignment)    | 10%              |
| Winter "MegaLab" (Peer Review Assignment)  | 10%              |
| Bonus Research Participation Opportunities | 5%               |
| <b>TOTAL</b>                               | <b>100% + 5%</b> |

**!Note:** Bonus points cannot change a failing grade into a passing grade

## **EXAMS**

There will be two required exams in this class: one in December, and one in April. These exams are scheduled by the Registrar.

The exams may include multiple choice, true-false, and matching-type questions, in addition to written-answer questions. All material in this course is testable including lectures, online lessons, videos, and assignments.

The April exam, although more heavily weighted on the winter content, will include questions that require integration of content from both semesters.

Details on the exam format, along with study guidance, will be released in the course. It is recommended that students connect with Student Academic Success Services early in the academic year for support in developing strong study habits.

Students receiving permission to write a deferred December or April exam will be expected to write their exam during the Faculty of Arts and Science deferred exam period. We will post the schedule for deferred exams as soon as it is available to us. Requests for individualized deferred exam dates will not be accommodated. The deferred exam is considered an official exam to which all the exam regulations apply.

Once the exam schedule has been finalized, the exam date will be posted on your SOLUS account.

## **WEEKLY ONLINE LAB ASSIGNMENTS**

This course has required weekly online lab activities and assignments. They are designed to be “low stakes” opportunities for engagement. Details on assignment requirements are available in OnQ. Despite being worth a low grade weight, these weekly lab assignments are required, and are considered an essential requirement of the course. These labs have 3 components: prep work, a main activity, and a final submission. All components are required.

There may be a time when you are unable to complete an assignment for personal reasons (e.g., tech glitches, feeling unwell, babysitters cancelling, family event, a sunny day that you cannot miss :), etc.). To build in some flexibility for all students, in accordance with Flexible Design, although labs are due on Fridays at 2pm, all students will have the ability to submit their assignments without penalty until 2pm on the following Monday.

students will have the ability to submit their assignments without penalty until 2pm on the following Monday (72 hours after the original deadline). No assignments will be accepted after this time. You do not need to submit notice if you need this extra time--please take it if you need it!

In addition to the flexible late-submission policy, students will be able to drop their lowest 4 weekly lab marks (please note: students are not able to drop graded portions of their "Mega Lab" peer-review assignment, described below). This will be done automatically on your behalf at the end of the course.

These flexible design features preclude your need to use the Faculty's Request for Academic Consideration "Without Documentation" Portal. Should you have a documented request for more than 72 hours, please do use the academic considerations portal described below, and these cases will be supported on a 1:1 basis.

Please note, unless otherwise specified, all submissions should be created double-spaced, and in 12-point Times New Roman font. Submission lengths are specified in OnQ.

## **"MEGA LAB" PEER-REVIEW ASSIGNMENTS**

There will be 2 multi-step assignments required in this course (one each term), worth a total of 10% each. These "Mega Labs" are designed to provide an opportunity for you to apply the skills you are learning within a peer-review context. There is one assignment in the fall, and one in the winter. Please see the timeline for dates.

Please note, unless otherwise specified, all submissions should be created double-spaced, and in 12-point Times New Roman font. Submission lengths are specified in OnQ.

Graded aspects of the "Mega Lab" peer-review assignments cannot be dropped as part of the weekly labs.

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## **PARTICIPANT POOL PARTICIPATION**

In this course you can earn bonus points by participating in the Psychology Research Participant Pool. For every half hour of research completed, you can increase your final mark in this course by 0.5% up to a maximum of 5%. 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 information posted at the Psychology Participant Pool page on the Department website.

All students will be activated in the participant pool during the 3<sup>rd</sup> week of the term. 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 3<sup>rd</sup> 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.

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 you can participate in online studies and researchers who offer these studies also offer online alternative assignments.

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.

Note that 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](mailto:participant.pool@queensu.ca).

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## TIPS AND SUPPORTS FOR SUCCESS

- Be sure to refer to the Timeline so that you do not miss any deadlines.
- Complete your online lessons early in the week, *before* completing your weekly assignments. Your readings provide background and support for the activities
- Seek clarification on the General Discussion Board as soon as possible about any confusing concepts.
- Contribute answers to the General Discussion Board.
- Be proactive –we know it is tempting to leave things until close to deadlines, but please do not leave work until the last minute. Computer problems and technical glitches happen and sometimes life just gets in the way! Despite this, you are still responsible for meeting your deadlines. Lab prep-work is available for the entire semester beginning on the first day of classes. We encourage students to complete prep-work ahead of time if they anticipate needing extra flexibility in some weeks. Note that the lab activities ("step 3") will not be supported in advance because these generally involve interaction with peers.
- Although the asynchronous nature of this course helps a lot with common barriers in online courses, it can create a new challenge: needing to be proactive about scheduling your own time for this course. The common social setting of going to a class (sometimes with a coffee in hand) isn't present in an online course. We encourage you to schedule approximately 10 hours/week for this course, and to also build your own routines associated with this course to help get you in the PSYC100 mindset. For example, you might set aside every Monday to do your course readings while drinking a peppermint tea (like you might get from Common Ground before heading to lecture!)

Common Ground before heading to lecture.):

- Contact Student Academic Support Services for help with writing, and studying for exams. They are typically located in the Learning Commons at Stauffer Library, but are now fully operating online. In addition to 1-on-1 study support, they also host workshops. Please find out more about their services [here](#).
- There are many student wellness supports available to you as you navigate your transition into university. Just a few include:
  - Queen's Student Wellness
  - On and Off Campus Resources

Note that there are no copies of previous final exams available. However, there will be opportunities for exam practice built within the course. Some general suggestions for success include: stay on top of the material, use the 3-step reading method, do the activities and quizzes as described above, and also practice creating and answering short-answer questions.

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## 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.
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## 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:

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### 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                     |

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## LOCATION AND TIMING OF PROCTORED FINAL EXAMS

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.**

### 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. If you have extenuating circumstances preventing you from writing your exam, you may be eligible to apply for Academic Consideration please refer to , you may apply for an academic consideration to see if you are eligible.

### **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](mailto:asc.consideration@queensu.ca).**

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## **STATEMENT ON 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. 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.

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## EXAMPLES OF VIOLATIONS OF ACADEMIC INTEGRITY

Students are sometimes unsure of what is considered a violation of academic integrity. The list below is not an exhaustive list of violations, but does provide insight into some actions that do constitute a violation of academic integrity in this course:

- Sharing information with an online test-bank or other source that is not encompassed by the copyright policy
- Accessing possible test questions from an online test-bank
- Copying lab-work from another classmate or source
- Failing to indicate a supporting source in submitted work
- Submitting the work of another as if it is your own
- Selling course materials to anyone (including online study banks)
- Collaborating in an online shared document on independent assessments

Please visit these helpful websites to help you make sure that you are able to write things in your own words:

- [Avoiding Plagiarism & Cheating](#)
- [Avoiding Plagiarism - Paraphrasing](#)
- [Quoting and Paraphrasing](#)

If you are unsure whether your work unintentionally violates academic integrity, please check in with your course instructor or Student Academic Success Services.

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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**

**Supported Browsers**

**Internet Connection**

## 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
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## 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.

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## CALCULATOR POLICY

As noted in Academic Regulation 9.2, "Calculators acceptable for use during quizzes, tests and examinations are intended to support the basic calculating functions required by most Arts and Science courses. For this purpose, the use of the **Casio 991 series calculator** is permitted and is the only approved calculator for Arts and Science students."

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## 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.

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## PRIVACY STATEMENT FOR EXTERNAL SOFTWARE IN THE COURSE

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This course makes use of software including Crowdmark for exam grading, Turnitin for assignment submission, eCampus Ontario for hosting our textbook, and peerScholar for collaborative work. Be aware that by logging into these sites, you will be leaving onQ, and accessing the respective company's website and software. Your independent use of that site, *beyond what is required for the course (for example, purchasing the company's products)*, is subject to the respective company's terms of use and privacy policy. You are encouraged to review these documents, using the link(s) below, before using the site.

- [Crowdmark's Privacy Policy](#)
  - [eCampus Ontario Privacy Policy](#)
  - [Turnitin Privacy and Security Statement](#)
  - [peerScholar Statement](#)
  - [Examity Statement](#)
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## TURNITIN STATEMENT

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

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

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

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

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## ACCOMMODATIONS FOR DISABILITIES

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

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

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

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## **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.

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: Meghan Norris

Instructor/Coordinator email address: psyc.accom@queensu.ca

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## **UNIVERSITY OPERATING DATES**



|                  |   |
|------------------|---|
| <b>Sep 1</b>     | Tuition due   |
| <b>Sep 6</b>     | Classes start   |
| <b>Sep 19</b>    | Last day to add courses   |
| <b>Sep 19</b>    | Last day to drop courses without financial penalty                    |
| <b>TBD</b>       | Last day to submit Fall exam accommodation requests (if applicable)   |
| <b>Dec 8-22</b>  | Fall Exam Period  |
| <b>Mar 3</b>     | Last day to drop without academic penalty                             |
| <b>TBD</b>       | Last day to submit Winter exam accommodation requests (if applicable) |
| <b>Apr 6</b>     | Classes end   |
| <b>Apr 14-28</b> | Winter Exam Period  |

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## **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.

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## **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.



 Edit HTML

 Print

### Activity Details

Learning Objectives

Completion Summary



Visibility

**Required: Automatic** ▼

View this topic to complete the activity

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