

SYLLABUS

PSYC 458

Neurobiology of Socio-Emotional Development in Adolescence
Winter 2023

Instructor: Michele Morningstar, Ph.D.

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Class Times: Mondays 10am-11:30am & Wednesdays 8:30am-10am

Class Location: BIOSCI Room 2109

Office Hours: Thursdays 1pm-2pm (Humphrey Hall 358 or Zoom), or email for different time

Accommodations & Academic Considerations Coordinator: Tara Karasewich (psyc.accom@queensu.ca)

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

Adolescence is a developmental stage characterized by drastic changes in body, brain, and behaviour. Such changes influence how teenagers perceive and interpret their social environments, how they navigate their emotional experiences, and how they behave in social contexts. This course will examine how developmental neuroscience research has informed our knowledge of social and emotional development in adolescence. We will discuss the models and methods that have been used to describe and assess various aspects of teenagers' lived experience. Lastly, we will discuss whether and how findings from research on adolescence can inform policies and interventions geared towards youth.

3. Learning outcomes

In this course, you will learn to:

1. Investigate the interrelated changes in brain structure/function, social behaviour, and emotional processing that occur during adolescence;
2. Appraise strengths and weaknesses of models and methods used to understand social and emotional development in adolescence;
3. Propose strategies for leveraging knowledge about adolescent development to inform policies, programs, and interventions concerning youth;
4. Practice competencies in critical thinking and experimental research design.

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

- Your conceptual understanding of the material, via weekly quizzes (20%; LO 1-4);
- Your ability to describe, critique, and expand on the material, via discussion posts (50%; LO 1, 2, and 4);
- Your ability to synthesize and apply the material, via a take-home essay exam (30%; LO 3 and 4).

Acquiring knowledge about developmental neuroscience findings, 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 #	Activity (if applicable)	Assessment
WEEK 1 Jan 9 & Jan 11	Introduction: Adolescence	B: 1		Quiz 1
WEEK 2 Jan 16 & Jan 18	Hormonal and structural brain maturation	A: 2 B: 3		Quiz 2
WEEK 3 Jan 23 & Jan 25	Functional brain maturation	A: 4 B: 5, 6		Quiz 3
WEEK 4 Jan 30 & Feb 1	Social re-orientation	A: 7 B: 8		Quiz 4
WEEK 5 Feb 6 & Feb 8	Risk-taking	A: 9 B: 10	<u>Activity 1:</u> Questionnaire	Quiz 5 Discussion post 1
WEEK 6 Feb 13 & Feb 15	Reward sensitivity	A: 11 B: 12	<u>Activity 2:</u> BART	Quiz 6 Discussion post 2
Reading Week				
WEEK 7 Feb 27 & Mar 1	Emotion sensitivity	A: 13 B: 14	<u>Activity 3:</u> Dot probe	Quiz 7 Discussion post 3
WEEK 8 Mar 6 & Mar 8	Social cognition	A: 15 B: 16	<u>Activity 4:</u> Emotion recognition	Quiz 8 Discussion post 4
WEEK 9 Mar 13 & Mar 15	Peer influences on behaviour	A: 17 B: 18	<u>Activity 5:</u> Driving game	Quiz 9 Discussion post 5
WEEK 10 Mar 20 & Mar 22	Risk for psychopathology	A: 19 B: 20	<u>Activity 6:</u> Chatroom	Quiz 10 Discussion post 6
WEEK 11 Mar 27 & Mar 29	Identity formation	A: 21 B: 22		Quiz 11
WEEK 12 Apr 3 & Apr 5	Policies & interventions	A: 23 B: 24, 25		Quiz 12
EXAM PERIOD				Take-home exam

Weekly schedule

We will meet twice weekly (Mondays and Wednesdays). On Mondays, we will cover foundational content materials and discuss 'A' readings; on Wednesdays, we will recap the weekly quiz, discuss 'B' readings, and complete an in-class group activity. Please come prepared to discuss 'A' readings on Mondays, and 'B' readings on Wednesdays. We will be engaging with the materials during class, and the pedagogical experience is better for all when folks come prepared.

You will be asked to complete weekly quizzes in OnQ (see more info below and in section 5). These are due by Tuesday 5pm each week, to allow me time to compile responses before class on Wednesday. When applicable (Weeks 5-10), discussion posts about the in-class activity (see more info below and in section 5) are due by Thursday 5pm each week.

Your weekly tasks

Before Monday meetings:

By Tuesday 5pm (Weeks 1-12):

By Thursday 5pm (Weeks 5-10):

Complete the 'A' reading

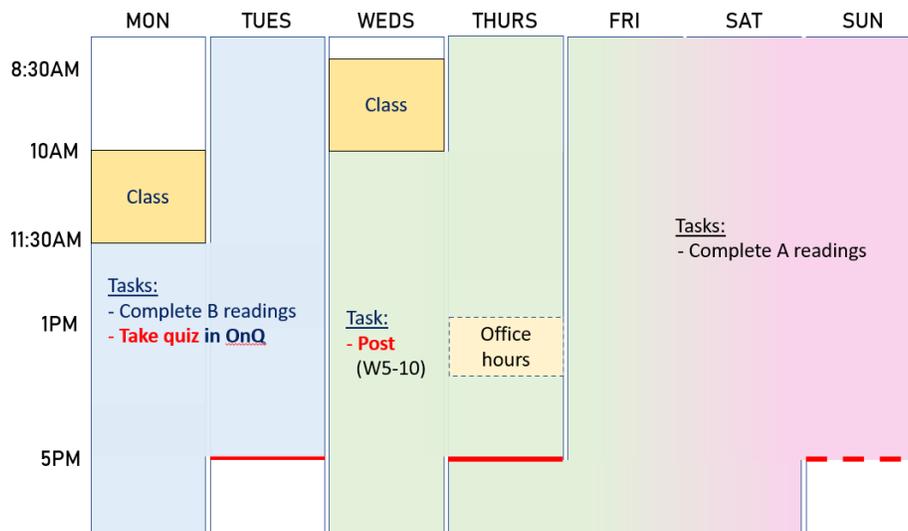
Complete the 'B' reading(s)

Take weekly quiz (in OnQ)

Post discussion post about in-class activity

There may be a time when you are unable to complete a quiz/discussion post for personal reasons. This course has been designed with accommodations in mind.

- ❖ You may drop 2 of 12 quizzes automatically.
- ❖ You may drop 1 of 6 discussion posts automatically.
- ❖ Should you be experiencing extenuating circumstances, the deadline for discussion posts can be automatically extended by a 72-hour grace period. This approach is part of Universal Design and is offered in good faith; this means that you do not need to email me or connect with Academic Considerations/Queen’s Student Accommodation Services (QSAS). **The hard deadline for discussion posts is therefore Sunday 5pm.** Posts submitted after the hard deadline will not be considered. If you need a longer extension and have supporting documentation (e.g., academic considerations for >72 hours or accommodations letter), please email Tara (psyc.accom@queensu.ca) to arrange this *before the hard deadline*.



Red lines represent deadlines (dashed line = hard deadline after 72-hour grace period). *The walk-through of all the tasks you should complete will also be posted each week in OnQ as a reminder.*

Reading list

There is no textbook in this class. Instead, you will be asked to read 1-3 articles each week. One of these articles will be a review paper providing an overview of the week’s topic or introducing a model of adolescent development. The other paper(s) are experimental paper(s) providing an example of a research study examining the topic in question. You do not need to memorize any details in these papers: the goal is for you to read it closely enough to have a good conceptual understanding of the material. We will be discussing these articles more in class. The quizzes will also assess your understanding and prompt you to think critically about the articles. Lastly, these papers will help you craft discussion posts (when applicable) and will inform the material you present in your take-home essay exam. *Links to readings will be provided in OnQ. You can use your Queen’s NetID to access them through the library.*

Week 1:

1. Dahl, R.E., Allen, N.B., Wilbrecht, L., & Suleiman, A.B. (2018). Importance of investing in adolescence from a developmental science perspective. *Nature*, 554, 441-450.

Week 2:

2. Peper, J.S., & Dahl, R.E. (2013). The teenage brain: Surging hormones--brain-behavior interactions during puberty. *Current Directions in Psychological Science*, 22(2), 134-139.
3. Shaw, P., Noor, J.K., Lerch, J.P., Eckstrand, K., Lenroot, R., Gogtay, N., Greenstein, D., Clasen, L., Evans, A., Rapoport, J.L., Giedd, J.N., & Wise, S.P. (2008). Neurodevelopmental trajectories of the human cerebral cortex. *The Journal of Neuroscience*, 28(14), 3586-3594.

Week 3:

4. Dai, J., & Scherf, S. (2019). Puberty and functional brain development in humans: Convergence in findings? *Developmental Cognitive Neuroscience, 39*, 100690.
5. Fair, D.A., Cohen, A.L., Dosenbach, N.U.F., Church, J.A., Miezin, F.M., Barch, D.M., Raichle, M.E., Petersen, S.E., & Schlaggar, B.L. (2008). The maturing architecture of the brain's default network. *Proceedings of the National Academy of Sciences of the United States of America, 105*(10), 4028-4032.
6. Klapwijk, E.T., Goddings, A.-L., Burnett Heyes, S., Bird, G., Viner, R.M., & Blakemore, S.-J. (2013). Increased functional connectivity with puberty in the mentalising network involved in social emotion processing. *Hormones and Behavior, 64*(2), 314-322.

Week 4:

7. Nelson, E.E., Leibenluft, E., McClure, E.B., & Pine, D.S. (2005). The social re-orientation of adolescence: a neuroscience perspective on the process and its relation to psychopathology. *Psychological Medicine, 35*, 163-174.
8. Gee, D.G., Gabard-Durnam, L., Telzer, E.H., Humphreys, K.L., Goff, B., Shapiro, M., Flannery, J., Lumian, D.S., Fareri, D.S., Caldera, C., & Tottenham, N. (2014). Maternal buffering of human amygdala-prefrontal circuitry during childhood but not during adolescence. *Psychological Science, 25*(11), 2067-2078.

Week 5:

9. Shulman, E.P., Smith, A.R., Silva, K., Icenogle, G., Duell, N., Chein, J., & Steinberg, L. (2016). The dual systems model: Review, reappraisal, and reaffirmation. *Developmental Cognitive Neuroscience, 17*, 103-117.
10. Mills, K.L., Goddings, A.-L., Clasen, L.S., Giedd, J.N., & Blakemore, S.-J. (2014). The developmental mismatch in structural brain maturation during adolescence. *Developmental Neuroscience, 36*, 147-160.

Week 6:

11. Galván, A. (2010). Adolescent development of the reward system. *Frontiers in Human Neuroscience, 4*, 1-9.
12. Braams, B.R., van Duijvenvoorde, A.C.K., Peper, J.S., & Crone, E.A. (2015). Longitudinal changes in adolescent risk-taking: A comprehensive study of neural responses to rewards, pubertal development, and risk-taking behavior. *Journal of Neuroscience, 35*(18), 7226-7238.

Week 7:

13. Somerville, L.H., Jones, R.M., & Casey, B.J. (2010). A time of change: behavioral and neural correlates of adolescent sensitivity to appetitive and aversive environmental cues. *Brain and Cognition, 72*(1), 124-133.
14. Guyer, A.E., Monk, C.S., McClure-Tone, E.B., Nelson, E.E., Roberson-Nay, R., Adler, A.D., Fromm, S.J., Leibenluft, E., Pine, D.S., & Ernst, M. (2008). A developmental examination of amygdala response to facial expressions. *Journal of Cognitive Neuroscience, 20*(9), 1565-1582.

Week 8:

15. Kilford, E.J., Garrett, E., & Blakemore, S.-J. (2016). The development of social cognition in adolescence: An integrated perspective. *Neuroscience & Biobehavioral Reviews, 70*, 106-120.
16. Sebastian, C.L., Fontaine, N.M.G., Bird, G., Blakemore, S.-J., De Brito, S.A., McCrory, E.J.P., & Viding, E. (2012). Neural processing associated with cognitive and affective Theory of Mind in adolescents and adults. *Social Cognitive and Affective Neuroscience, 7*(1), 53-63.

Week 9:

17. Schriber, R.A., & Guyer, A.E. (2016). Adolescent neurobiological susceptibility to social context. *Developmental Cognitive Neuroscience, 19*, 1-18.
18. Falk, E.B., Cascio, C.N., Brook O'Donnell, M., Carp, J., Tinney, F.J., Bingham, C.R., Shope, J.T., Ouimet, M.C., Pradhan, A.K., & Simons-Morton, B.G. (2014). Neural responses to exclusion predict susceptibility to social influence. *Journal of Adolescent Health, 54*, 22-31.

Week 10:

19. Paus, T., Keshavan, M., & Giedd, J.N. (2008). Why do many psychiatric disorders emerge during adolescence? *Nature Reviews Neuroscience, 9*, 947-957.
20. Silk, J.S., Siegle, G.J., Hwa Lee, K., Nelson, E.E., Stroud, L.R., & Dahl, R.E. (2014). Increased neural response to peer rejection associated with adolescent depression and pubertal development. *Social Cognitive and Affective Neuroscience, 9*(11), 1798-1807.

Week 11:

21. Pfeifer, J.H., & Peake, S.J. (2012). Self-development: Integrating cognitive, socioemotional, and neuroimaging perspectives. *Developmental Cognitive Neuroscience, 2*(1), 55-69.
22. Guassi Moreira, J.F., Van Bavel, J.J., & Telzer, E.H. (2017). The neural development of 'us and them'. *Social Cognitive and Affective Neuroscience, 12*(2), 184-196.

Week 12:

23. Suleiman, A.B., & Dahl, R.E. (2017). Leveraging neuroscience to inform adolescent health: The need for an innovative transdisciplinary developmental science of adolescence. *Journal of Adolescent Health, 60*(3), 240-248.
24. Steinberg, L. (2009). Adolescent development and juvenile justice. *Annual Review of Clinical Psychology, 5*, 459-485.
25. Qu, Y., Jorgensen, N.A., & Telzer, E.H. (2020). A call for greater attention to culture in the study of brain and development. *Perspectives on Psychological Science*, ePub, 1-11.

5. Grading scheme and grading method

Assessments	% of grade	Due date
Weekly quizzes	20%	Every Tuesday 5pm (drop 2 of 12)
Discussion posts	50%	Thursday 5pm in Weeks 5-10 (drop 1 of 6)
Take-home exam	30%	During exam period (TBD)

Weekly quizzes (20%):

There will be 12 quizzes (one each week) worth 2% each. Your best 10 quizzes will count towards your grade; you can drop 2 quizzes automatically. Quizzes are open-book and completed in OnQ.

Completing these quizzes (minimum of 10) is considered an *essential component* of this course. The quizzes allow for a formative evaluation of your knowledge and critical understanding of key concepts, methodologies, and theories (consistent with degree-level expectations).

Discussion board posts (50%):

We will complete in-class group activities throughout the semester (see section 4 above). Following this in Weeks 5-10, you will be asked to write a discussion post and share it with your peers in OnQ. Posts will center on the task/measure presented in the activity. To guide the content of your post, you will be asked to play one of following 6 “roles” in your response.

Discussion post “roles”	
Leader	Your post should 1) provide a description of the task demands (and its different conditions, if appropriate), and 2) discuss the task’s use and what it is purported to measure.
Historian	Your post should 1) briefly describe how the task was developed and initially used, drawing upon relevant literature, and 2) speculate about whether (and how) it should be adapted to be relevant to the lives of teenagers today.
Researcher	Your post should 1) present an article that uses this task or a similar task, and 2) briefly describe that article’s research question, hypotheses, methods used, and results. The article should not be part of the course readings.
Theorist	Your post should 1) identify the construct measured by the task, and 2) determine whether (and how) this construct has been found to change across adolescence, drawing upon relevant literature.
Technician	Your post should 1) present evidence for the reliability and validity of the task (or similar tasks), drawing upon relevant literature, and 2) discuss how limitations on the reliability and validity of the task, if applicable, affect interpretation of results of studies that use this task.
Developer	Your post should 1) identify a weakness in the task, and 2) propose a way to improve the task, so that it better measures the construct it is assessing, drawing upon relevant literature.

Posts should be 350 words max. You should play each “role” once in the semester. You will be able to schedule when you want to play each role, via OnQ. Rubrics for the evaluation of these posts will be posted to OnQ. Each post is worth 10%. Your 5 best posts will count towards your grade; you can drop 1 post automatically.

Completing these discussion posts (minimum of 5) is considered an *essential component* of this course. They are designed to evaluate your ability to describe current research, review, present, and critically evaluate information about the field, and communicate these in writing (consistent with degree-level expectations).

Take-home exam (30%):

The take-home exam will be in essay format. You will have one week to complete the open-book exam. Instructions and deadlines will be provided in Week 12.

Completing the final exam is deemed an *essential component* of this course, as it allows for a summative evaluation of your knowledge and critical understanding of key concepts, methodologies, and theories (consistent with degree-level expectations).

Attendance

You may notice that there are no marks for participation. You are expected to attend class every week and engage in the discussion. Due to the nature of this class, I cannot facilitate a hybrid course. Students cannot attend class meetings online.

If you are ill, are a known close-contact of someone diagnosed with COVID-19/with COVID-19 symptoms, or have been instructed to isolate/quarantine, **do not come to class**. The quiz and post assessments have been designed such that they can be completed despite occasional absences. Moreover, you have the option to drop 2 quizzes and/or 1 post throughout the semester. However, due to the nature of the course, classes will not be recorded. When applicable, slides will be made available in OnQ; you may also identify a classmate who can share their notes with you, in the event you need to miss class.

Grading policy

Quiz scores will be posted by Wednesday’s class each week. Discussion posts will be graded within 7 business days. 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 providing written justification within 3 days of receiving your mark**. You must explain, in detail, why you think your grade should be adjusted, based on the rubric guidelines posted in onQ. If your assignment is regraded, understand that your grade may be higher or lower than your first mark, or stay the same. The second grade is final.

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. Your course average will then be converted to a final letter grade according to Queen’s Official Grade Conversion Scale (see next page).

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 (0)	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

6. Accommodations for disabilities

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging 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.uslcwww/files/files/policies/senate-andtrustees/ACADACCOMMPOLICY2016.pdf>). 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, including important deadlines, please visit the QSAS website at: <http://www.queensu.ca/studentwellness/accessibility-services/>.

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 me to know about, please let Tara and I know in advance/as relevant so that we can best support your success in the course.

7. 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 (<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. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty. If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following contact information:

Instructor/Course Coordinator Name: Tara Karasewich

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

For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, please see our website (<https://www.queensu.ca/artsci/undergrad-students/student-services/academic-consideration-for-students>).

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.

8. 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 we cannot change the format or timing on assessments or assignments as a result of travel plans.

9. 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 (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. A departure from academic integrity is any form of academic dishonesty that could result in you, or others, gaining an unearned advantage over other students. It compromises and violates the University's core values of academic integrity. If you aren't sure whether something is acceptable or not, always ask your instructor. Here are some examples of departures from academic integrity:

<p>Plagiarism Presenting another's ideas or phrasings as one's own without proper acknowledgement</p>	<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)
<p>Use of unauthorized materials</p>	<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
<p>Facilitation Enabling another's breach of academic integrity</p>	<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
<p>Forgery Submitting counterfeit documents or statements</p>	<ul style="list-style-type: none"> - Creating a transcript or other official document
<p>Falsification Misrepresentation of one's self, one's work or one's relation to the University</p>	<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

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

Group work: You are permitted to work with a partner or in groups to encourage collaboration, cooperation, and collective learning on in-class activities and discussion posts. You are not permitted to share quiz answers among peers or as a tutorial group. You must work independently on quizzes and the take-home exam. You must not share or post quiz questions or answers with anyone, in or out of the course.

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.

10. Discussion etiquette

In addition to discussion posts that are assessed as part of your grade, you may want to start new discussion threads to ask questions, reflect on the material, and exchange ideas with your fellow students. **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 online and in person. 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.

11. General course technology requirements

To best participate in the course, the following technology specifications are encouraged.

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.

Internet speed: 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>

12. Privacy statement regarding external website

This course makes use of external websites, such as lab.js.org, 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.

13. Copyright of course materials

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