

PSYCHOLOGY 501

2021 - 2022

Course Coordinators

Section 1

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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

Time: Thursday, 8:30 am – 11:30 am

Room: Ellis Hall Rm. 218

Date	Topic	
September 9	Introduction to 501	
September 16	Proposal Requirements, Human Ethics, and Subject Pool	
September 23	Animal Research Ethics	(only for animal users)
Sept 30		
October 7		
October 14	FALL TERM BREAK (Oct. 12-15)	
Sunday, October 17: ALL THESIS PROPOSALS DUE (11:59 PM; Online)		
October 21	Oct 24: Proposal reviews/question due from Reader (11:59 PM)	submit online
October 28	Proposal Presentations #1	
November 4	Proposal Presentations #2	
November 11	Remembrance Day	
November 18	Proposal Presentations #3	
November 25	Proposal Presentations #4	
February 3	Stats Review	
February 10		
February 17		
February 24	READING WEEK (Feb. 22-25)	
March 3	Thesis Defense Information Formatting the Thesis AND Poster *	

March 10		
March 17		
March 24		
Monday March 30 - Poster due to Eric Brousseau and onQ *		
March 31		
April 12-13 – exact date to be announced by February: Psychology Research Day (Poster Presentations)*		
April 12-13 – exact date to be announced by February: Written Thesis DUE to onQ		
Final version DUE by May 1 to Ms. Wilke		

*** Please note that, due to the current Covid-19 pandemic, all activities and deadlines related to the poster presentations will be reviewed and confirmed during the Winter term. Students will be notified of any changes prior to the beginning of Reading Week**

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
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. The poster presentation day will be during study period: April 12-13, 2021. The exact date will be announced by February. The poster presentation day 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

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

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

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

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

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 identify their expectations with respect to meetings, availability, and deadlines as well as how the student would 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

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.

Important Covid-19 Update: We are aware that the Covid-19 pandemic imposes many restrictions on the ability of researchers to collect data. Please discuss your thesis project with your supervisor as soon as possible. In the case that you and your supervisor feel that it will be impossible to collect data or use archival data for your thesis project, please contact the PSYC 501 coordinators immediately to discuss options and potential alternative arrangements.

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. Your supervisor needs to indicate the status of ethics clearance of your project on the Supervisor Form and you need to attach supporting documentation.

If your project is part of an already approved protocol, then your supervisor must add you as a team member to the approved protocol. A copy of the clearance letter from GREB showing that you are added as a team member must be attached to your proposal.

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) and attach the clearance letter once obtained. You must be included as a team member on the project. If the project has not been cleared by the proposal deadline, please include a page explaining this in place of the clearance letter. You must submit the clearance letter on OnQ once it has been received.

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 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 presentations. 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.

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 it in advance of the presentations. You should start off with some brief comments (e.g., what did you like about the proposal). Also write out at least 5-6 well thought out questions. 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 welcomed to check out others' presentations online and to give feedback/ask question to one another. This feedback is to be constructive to help each student better understand how their presentations came across. This will be valuable in learning about 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 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. Also, in general, all students must conduct their own research.

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:* The teaching assistants will be giving lectures/narrated slides in the first and second terms about ethics and the subject pool, reviewing SPSS, the thesis structure and formatting, poster preparation and presentation preparation. Lecture times are provided in the Schedule above, and slides will also be available on OnQ throughout the duration of the course. Attendance at 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

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. You should keep in close touch with your supervisor at all times concerning the progress of your research and writing. Remember to allow time for many drafts before your supervisor is satisfied with it. Hurried write-ups do not earn top marks.

The model for the written report should be a thesis rather than a journal article. The thesis format is briefly outlined in the Sixth Edition of the APA Publication Manual (p. 207-208). 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 any further examination, the thesis must be approved in its final form by your supervisor. When submitting your thesis, you have to 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 that there might be multiple drafts. 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 **Poster day (*see below)**. The exact date will be announced by February.

Your written thesis will be examined and graded by your thesis coordinator, your supervisor, and an additional examiner. We will schedule the additional examiners 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

*** Please note that, due to the current Covid-19 pandemic, all activities and deadlines related to the poster presentations will be reviewed and confirmed during the Winter term. Students will be notified of any changes prior to the beginning of Reading Week**

There will be a lecture to help prepare you for the poster presentation and defense. The poster day will be scheduled between April 12th and 13th 2021. 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 – 12:00 pm, and each student will be assigned a 1.5-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 1.5-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, 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. Suggested Timeline for Research Involving Data Collection

Literature review: September

Proposal: by October 17th

Ethics clearance: received by October 17 and included in the proposal

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, 2021]

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 (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/>

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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.

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.