

PSYC 352

Cognitive and Language Development

3.0 units; Winter 2024

Prerequisites: PSYC 251/3.0 and PSY 203/3.0; or level 3 or above in a COGS or LING plan with a minimum of B- in PSYC 100/6.0

Teaching Team

All names and course locations have been removed from the public version of this syllabus as per department policy.

Instructor: [Removed from Public Syllabus]

Email: : [Removed from Public Syllabus]

Office Hours: : [Removed from Public Syllabus]

Teaching Assistant: : [Removed from Public Syllabus]

Email: : [Removed from Public Syllabus]

Accommodations and Academic Considerations Contact: : [Removed from Public Syllabus]

Email: : [Removed from Public Syllabus]

Course Location

This course will be delivered on-campus in Kingston, Ontario. We will meet twice weekly.

[Location Removed from Public Syllabus]

[Lecture Times Removed]

Land Acknowledgement

Queen's University is situated on the territory of the Haudenosaunee and Anishinaabek.

Ne Queen's University e'tho nón:we nikanónhsote tsi nón:we ne Haudenosaunee táhnon Anishinaabek tehatihsnonhsáhere ne onhwéntsya.

Gimaakwe Gchi-gkinoomaagegamig atemagad Naadowe miinwaa Anishinaabe aking.

Equity, Diversity, and Inclusivity

Each of us will be coming to class with our own individual lived experiences as they relate to our race, ethnicity, gender, disability, sexual orientation, faith, socioeconomic status, etc. I want to start by acknowledging that direct, indirect, and systemic discrimination exist within university structures and policies. These institutional and community barriers can work to differentially (dis)advantage certain students or groups. I also want to acknowledge the importance of intersectionality in understanding how an individual's many identities can contribute to their lived experiences and experiences of discrimination. In this class, I am asking all students to show respect for one another, and to recognize the diversity of experiences, backgrounds, and beliefs held by fellow students. I will work to promote a classroom environment that is anti-discriminatory, anti-racist, and accountable for all students.

Building a Classroom Community

University is a place to share, question, and challenge ideas. You can help to create a safer, more respectful classroom community for learners by following these guidelines:

- Make a personal commitment to learn about, understand, and support your peers.
- Assume the best of others and expect the best of them.
- Recognize and value the experiences, abilities, and knowledge each person brings to the course.
- Acknowledge the impact of oppression on other people's lives and make sure your words and tone are respectful and inclusive.
- Encourage others to develop and share their ideas.
- Pay close attention to what your peers say/write before you respond. Think through and re-read what you have written before you post online or send your comments to others.
- Be open to having your ideas challenged and challenge others with the intent of facilitating growth.
- Look for opportunities to agree with one another, building on and intentionally referencing peers' thoughts and ideas; disagree with ideas without making personal attacks, demeaning, or embarrassing others.

Name/Pronoun

If, for any reason, you wish to change how your name appears in onQ and/or 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 the name you would like to appear in onQ and/or on class lists.
7. Click **Save**.

Please allow 24 to 48 hours for your name to be registered within the system. If you have further questions or concerns, please contact ITS at Queen's University.

Fostering Accessibility

All of us have a shared responsibility for fostering accessibility and promoting meaningful inclusion of those with disabilities. The [Accessibility Hub](#) at Queen's University's Human Rights & Equity Office offer a host of [tutorials](#) that provide us all with practical tips for:

- Creating accessible documents, e.g., to submit to your teaching team or share with peers in peer feedback activities/in a presentation,
- Emails, e.g., while communicating with group members or your teaching team
- Meeting practices (e.g., in tutorials/labs/seminars or virtual meetings).

Course Description

Do children think about the world the way adults do, or is their thinking qualitatively different from that of older individuals? Does children's thinking change gradually over time, or do children pass through a series of distinct stages? What do babies know, and how can we study knowledge in a group of people that can neither walk nor talk? The field of Cognitive Development works to answer these foundational questions about the origins of knowledge. In doing so, cognitive developmentalists investigate how children's thinking changes over time, when these changes take place, and how cognitive mechanisms contribute to these changes.

This course is intended to build upon your existing knowledge of cognitive and language development from introductory psychology courses. We will consider broad topics in cognitive development, such as the development of memory and language, and will build on this understanding through discussions about cognitive mechanisms and particular areas of focus within each topic. Topics will first be introduced with a textbook reading and lecture that is meant to familiarize you with a particular theoretical approach or area of development. Subsequent lectures will then use academic articles to further explore a particular area of focus or controversy. Throughout this course you will be encouraged to 'think like cognitive developmentalists,' to consider both the strengths and weaknesses of different theoretical approaches, and to make connections between course content and its real-world applications.

Learning Objectives

By the end of this course, you will demonstrate an ability to:

1. List and describe the major milestones of cognitive and language development; illustrate knowledge of the key changes that occur in cognitive and language development.
2. Discriminate between domain-general and domain-specific changes in children's thinking from infancy to adolescence.
3. Evaluate, compare, and contrast the different theoretical perspectives that form the basis for research in cognitive and language development.
4. Analyse primary-source academic research and develop a critical lens as a consumer of scientific literature.
5. Effectively communicate theory and research in cognitive and language development through formal writing assignments.
6. Apply basic research and theory in cognitive and language development to everyday contexts (e.g., parenting, education, legal system, etc.) in a way that emphasizes the applicability of course content to broader personal and societal goals.

Important University Dates

Please visit the [Faculty of Arts and Sciences Sessional Dates website](#) for all academic deadlines.

Course Structure

In general, the first lecture on a topic will provide a broad introduction covered in the textbook. The second lecture will target a particular area of interest or controversy within that broad topic.

	Topic	Readings	Assessments
<i>Week 1</i>			
<i>Tues.</i>	Course Introduction	Chapter 1	
<i>Fri.</i>	Piaget	Chapter 2	<i>Entrance Survey</i>
<i>Week 2</i>			
<i>Tues.</i>	<i>Focus:</i> Object Permanence in Infants	Article 1	
<i>Fri.</i>	Information Processing	Chapter 3	
<i>Week 3</i>			
<i>Tues.</i>	Sociocultural Theories	Chapter 4	
<i>Fri.</i>	<i>Focus:</i> Parent-Child Interaction and Electronic Media	Article 2	
<i>Week 4</i>			
<i>Tues.</i>	Perceptual Development	Chapter 5	
<i>Fri.</i>	<i>Focus:</i> Perception-Action Dissociation	Article 3	
<i>Week 5</i>			
<i>Tues.</i>	Memory Development	Chapter 7	
<i>Fri.</i>	<i>Focus:</i> Children as Eyewitnesses	Article 4	
<i>Week 6</i>			
<i>Tues.</i>	Midterm Review & Project Paper Prep	N/A	
<i>Fri.</i>	In-Class Midterm	N/A	<i>In-Class Midterm</i>

Reading Week

Week 7

<i>Tues</i>	Language Development	Chapter 6	<i>Writing Plan</i>
<i>Fri.</i>	<i>Focus: Development of Language Among Congenitally Deaf Children</i>	Article 5	

Week 8

<i>Tues.</i>	<i>Focus: Learning Through Overhearing</i>	Article 6	
<i>Fri.</i>	<i>Focus: Bilingualism and Language Development</i>	Article 7	

Week 9

<i>Tues.</i>	Conceptual Development	Chapter 8	
<i>Fri.</i>	<i>Focus: Preschoolers' Understanding of Germs and Contagion</i>	Article 8	

Week 10

<i>Tues.</i>	Social Cognition	Chapter 9	
<i>Fri.</i>	<i>Focus: Theory of Mind in Infancy</i>	Article 9	

Week 11

<i>Tues.</i>	Problem Solving	Chapter 10	
<i>Fri.</i>	No Class- Good Friday	N/A	

Week 12

<i>Tues.</i>	<i>Focus: Exploration, Explanation and Scientific Reasoning</i>	Article 10	
<i>Fri.</i>	Academic Skills	Chapter 11	<i>Project Paper</i>

Final Exam During Exam Period – Date TBD

Required Materials

There are two kinds of required readings for this course: an e-textbook and assigned articles. In general, we will read one textbook chapter and one general article per week, though some exceptions may apply (e.g., in Week 1 we will read two textbook chapters). Assessments will cover both the textbook and the supplementary readings, so I encourage you to complete both sets of readings.

You can choose the reading schedule that works best for you, although I recommend completing the required reading *before* attending that day's lecture whenever possible. This will allow you to better engage in class discussions and help to facilitate your understanding of lecture content. You may also want to bring a digital or printed copy of that week's assigned article with you to class so that you can reference the paper during class discussions.

Course e-Textbook

Siegler, R. & Alibali, M. (2020). *Children's Thinking* (5th Ed.). Pearson Education.

The textbook for this course is available for purchase as an e-book. It can be ordered through the following link to the Campus Bookstore. This link is also posted on the course homepage under Announcements.

Link:

[e-Textbook Link](#)

Important Note! Previous iterations of this course have used a similarly titled textbook:

Bjorklund, D. F., & Causey, K. B. (2018). *Children's Thinking: Cognitive development and individual differences* (6th edition). SAGE. ISBN: 9781506334356

The content in Bjorklund and Causey's textbook will not be covered in this class. *Please do not buy this textbook.*

Other Assigned Readings

We will often use academic articles to supplement the textbook readings. Reading journal articles can be daunting for some students. I do not expect you to remember every detail about each article! Instead, you may find it helpful to frame your reading of the articles around these core questions:

- What research question(s) are the authors trying to answer?
- Why do the authors think that it is important to answer this question?
- What methods did the authors use to answer this question?
- What conclusions did the authors draw based on their results?

To assist you in getting started, I have attached some resources on how to read articles on the course OnQ in the **Student Resources** section. We will also be going over each article in class, which should help to clear up any confusion you may face while reading. You are also more than welcome to attend my office hours if you have questions about any of the assigned articles.

List of Assigned Articles

1. Baillargeon, R., Spelke, E. S., & Wasserman, S. (1985). Object permanence in five-month-old infants. *Cognition*, 20(3), 191-208. [https://doi.org/10.1016/0010-0277\(85\)90008-3](https://doi.org/10.1016/0010-0277(85)90008-3)
2. Munzer, T. G., Miller, A. M., Weeks, H. M. Kaciroti, N. & Radesky, J. (2019). Parent-toddler social reciprocity during reading from electronic tablets vs print books. *JAMA Pediatrics*, 173, 1076–1083. <https://doi.org/10.1001/jamapediatrics.2019.3480>
3. DeLoache, J. S., Uttal, D. H., & Rosengren, K. S. (2004). Scale errors offer evidence of a perception-action dissociation early in life. *Science*, 304, 1027–1029. <https://doi.org/10.1126/science.1093567>
4. Otgaar, H., Howe, M. L., Merckelbach, H., & Muris, P. (2018). Who is the better eyewitness? Sometimes adults but at other times children. *Current Directions in Psychological Science*, 27, 378–385. <https://doi.org/10.1177/0963721418770998>
5. Svirsky, M. A., Teoh, Su-Wooi, & Neuburger, H. (2004). Development of language and speech perception in congenitally, profoundly deaf children as a function of age at cochlear implantation. *Audiology & Neuro-Otology*, 9, 224–233. <https://doi.org/10.1159/000078392>
6. Akhtar, N. (2005). The robustness of learning through overhearing. *Developmental Science*, 8, 199-209. <https://doi.org/10.1111/j.1467-7687.2005.00406.x>
7. Genesee, F., & Nicoladis, E. (2007). Bilingual first language acquisition. *Blackwell Handbook of Language Development*, 324-342.
8. Kalish, C. W. (1996). Preschoolers' understanding of germs as invisible mechanisms. *Cognitive Development*, 11(1), 83-106. [https://doi.org/10.1016/S0885-2014\(96\)90029-5](https://doi.org/10.1016/S0885-2014(96)90029-5)
9. Sodian, B. (2011). Theory of mind in infancy. *Child Development Perspectives*, 5, 39–43. <https://doi.org/10.1111/j.1750-8606.2010.00152.x>
10. Legare, C. H. (2014). The contributions of explanation and exploration to children's scientific reasoning. *Child Development Perspectives*, 8, 101–106. <https://doi.org/10.1111/cdep.12070>

Copyright of Course Material

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.

Assessment Weighting and Alignment with Learning Outcomes

Assessments in this course will be divided into the following:

Assessment	Related Learning Objectives	Weighting
Participation	1, 2, 3, 4	10%
Midterm Exam	1, 2, 3, 4	25%
Writing Plan	1, 4, 5, 6	5%
Project Paper	1, 4, 5, 6	25%
Final Exam	1, 2, 3, 4	35%

Participation

Approximately once per week we will have short in-class quizzes. Quizzes will resemble the kinds of questions you might expect to find in the multiple-choice section of a midterm or final exam. These are formative assessments, which means that they are intended to give you, the student, and me, the instructor, a better sense of how well the class understands the material. You do not need to do any additional preparation (beyond reading the assigned readings and coming to class) to prepare for the quizzes! Quizzes will be graded based on *completeness not correctness*. **You will not lose any marks for answering a quiz question incorrectly.**

Quiz Submission Policy

Quizzes will generally be set to open during lecture and will close shortly after lecture ends. An exception to this rule is the first week Entrance Survey, which will remain open until Friday January 12th at 11:59 pm. There will be **12 quizzes** throughout the term, though you are only required to complete **10 quizzes to receive full marks**. This means that students can miss up to two (2) class quizzes/surveys without it impacting their final grade.

You are encouraged to complete quizzes on a laptop computer, if possible, but you may hand in handwritten quizzes with the date and your student number at the top if you do not have access to

a laptop during lecture. Except when otherwise noted, I will set aside class time to ensure that quizzes can be completed during lecture. Late quizzes will not be accepted. Since students take the best 10 out of 12 quiz grades, you will not be able to makeup quizzes that you miss.

Midterm and Final Exams

The midterm exam *will take place during class* time in Week 6 of the course schedule (directly before Reading Week). The midterm will last 1.5 hours and be made up of a combination of multiple choice and short answer questions. It will cover Weeks 1-5 of class content. The final exam will occur during the April exam period and will cover material from Weeks 6 -12. Content from the required readings (i.e., textbook readings and assigned articles) as well as material from lecture may appear on either of the exams. In general, multiple-choice questions will focus primarily on textbook content and its associated lectures, while short answer questions will focus primarily on the assigned articles and their associated lectures.

As we progress through the course, you may notice that lectures overlap substantially both with the textbook and the assigned articles. Nonetheless, there will be some information covered in lectures that does not appear in the textbook, and some material from the textbook that will not appear in lectures. All material could appear on the exams. If I were studying for this course, I would recommend that students pay special attention to information that appears both in lecture and in the assigned readings, as this information is likely to be especially important.

Exam Submission Policy

Midterm and final examinations will take place either in-class, in the case of the midterm, or during the final exam period, in the case of the final exam. To protect academic integrity, students will not be able to make-up or re-write these examinations. Students with academic accommodations are encouraged to reach out to: [Removed], our Accommodations Assistant, if they have questions about their exam accommodations. If you know that you will be unable to write the midterm examination, you will need to request Academic Consideration in advance of the examination. If granted consideration, your grades will be reweighted to the final exam. This means that the final exam would be worth 60% of your final grade as opposed to 35% of your final grade.

The final examination will take place during the April exam period. Students should not make plans to travel or leave campus until exam schedules have been posted to SOLUS. Final examinations cannot be moved or deferred based on conflicts due to employment or travel. If you cannot write the final exam due to Extenuating Circumstances, you will need to request Academic Consideration to write the deferred exam during the Department of Psychology's deferred exam period.

Project Paper

One of the trickiest writing skills to develop is the ability to clearly synthesize and communicate research literature. Nonetheless, this skill is important for many careers both inside and outside of the field of psychology. The project paper assignment is designed to give you an opportunity to hone your skills as a consumer and communicator of scientific research.

For this paper, you will choose one ‘intuitive belief’ or common assumption about children’s cognitive and language development. For example, many people believe that ‘learning styles’ determine what kinds of information children can learn from. Is this true? What about the idea that children often confuse fantasy and reality? The assumption you tackle, and whether you ultimately find support for or against it, is up to you. You will then write a brief (5 to 6 pages) review discussing your topic and indicating whether the assumption is supported, or not, by research.

This assignment is broken down into two parts.

Writing Plan

The writing plan, due in Week 7, is designed as a low-stakes opportunity for you to gain early feedback on your project paper topic. If you have chosen a topic earlier than Week 7, you are more than welcome to hand in your writing plan in advance of the deadline.

For this assessment, please hand no more than half-a-page to one-page of jot notes indicating:

- Your proposed topic.
- Why you chose that topic (i.e., why is this assumption interesting and/or why does it matter if this assumption is true?)
- Whether you anticipate that your paper will support, or not support, the assumption you are tackling.
- A list of 3-4 research papers that you plan to read in preparation for the final paper.
- Any questions or challenges that you are grappling with as you begin the writing process.

The goal of this assignment is to ensure that all students are on the right track with their project paper topics - before you get too far into the writing process! If I have concerns about the topic you have submitted, I will reach out to you individually to discuss ways that the paper could be modified to better meet the learning objectives for this course.

Please feel free to reach out to me (and/or the TA) over email or during office hours if you have questions about the appropriateness of your topic for this assignment.

Project Paper

The final paper will consist of a short review (word limit: 1500 words, or 5-6 pages double-spaced, not including references). In this paper you will need to identify which assumption/belief

about cognitive/language development you are tackling, indicate why that assumption is interesting and/or important, argue for or against the belief using a minimum of 4 research papers, and conclude with a discussion of the practical or theoretical implications of your review (e.g., knowing what we know now about your topic, where should educators/policy makers/researchers go from here?).

Information gathered from the textbook, assigned articles, or other reading should be cited in-text and listed in a reference page. Citations and references should be listed in APA format (please see [Purdue University Online Writing Lab](#) for a helpful style guide).

Assignment Submission Policy

Please submit the final paper to OnQ in Word/.docx and PDF format by Friday April 5th, at 11:59 pm.

The writing plan and final project paper have a built-in three-day grace period which aligns with the Faculty of Arts and Science's policy for Academic Considerations. This means that if a written assignment is due on Friday at 11:59 pm, then submissions will continue to be accepted with no grade deductions until Monday at 11:59 pm. If you have an extenuating circumstance that will last up to three (3) days when a submission is due, then you can use the grace period without applying for formal Academic Considerations.

Late Policy

Written assignments (e.g., Writing Plan, Project Paper) submitted beyond the grace period without long-term Considerations or Accommodations will be penalized at **10% per day** or part thereof that it is late, including weekends. If you require extra time to complete your written assignment in the absence of a Consideration or Accommodation, please reach out to the course instructor **at least 48 hours before the original assignment deadline** (e.g., Wednesday if the paper is due on Friday). We can discuss a reasonable timeline for your submission on a case-by-case basis.

Please see the [Academic Considerations for Students with Extenuating Circumstances and Accommodations for Disabilities](#) sections of the syllabus for more information.

Grading Method

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:

Letter Grade	Numerical Course Average
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 or below

Policy Review of Graded Work

Requests for assignment regrading may be made to your TA no sooner than 48 hours after you have received the marked copy of your assignment, and no later than 10 days afterward. Be sure to read your TA's feedback carefully before you submit a review of graded work. ***Before requesting a formal regrade***, I ask that you please contact your TA to discuss your assignment and get additional feedback. Please remember to be kind and respectful to your TA. ***If you still feel that a regrade is warranted after meeting with the TA***, please include the following in your email to the instructor:

- Your name, student number, and TA's name.
- The original copy of your marked assignment, attached.
- Your reason for the request:
 - The specific aspects of your assignment that you believe were not sufficiently awarded, referring to the categories of the rubric.
 - Why you believe that your assignment meets the criteria for a higher mark for each of the categories of the rubric that you indicated above. Please make explicit reference to the detailed descriptions of each category provided in the rubric.

Please understand that the teaching team is not obligated to change a student's grade unless there is evidence of an error in marking. If a formal regrade is granted, a student's grade may either increase, decrease, or stay the same. Should we find an error where marks were not assigned when they should have been or were added up incorrectly resulting in a higher score than earned, the grade will be changed so that it is accurate. Grades will only increase or decrease if there is evidence of an error in marking, not simply because the regrader interprets or applies the rubric slightly differently than the original grader.

Questions about the Course and Contacting the Teaching Team

I am more than happy to meet with students to discuss questions about lecture content and/or the assigned readings! If you have questions about assignment details (e.g., deadlines, formats, etc.) or course procedures, I ask that you first consult this syllabus and the course OnQ. You may find that many of your questions are already answered in the course materials! In addition to my weekly office hours, students are encouraged to direct questions about assignments (deadlines, formats, etc.), the readings, and course content to me, [Removed from Public Syllabus], at the email: [Removed].

Your teaching assistant, [Removed], will be completing a significant amount of grading for this course. If you have questions about grades or require additional feedback on an assignment, I ask that you first direct these questions to your teaching assistant at the email: [Removed]. Receiving a lower-than-expected grade on an assignment can be stressful. Please understand that while teaching assistants are happy to discuss feedback with students, they are not obligated to change a student's grade. When approaching the teaching assistant for additional feedback on an assignment or exam, please maintain a respectful tone.

If you have questions about an accommodation or academic consideration request, please direct these to [Removed from Public Syllabus] our accommodations assistant at the email: [Removed].

Queen's Email

The university communicates with students via Queen's email. Please check your email regularly to ensure you do not miss important information related to your course.

Course Announcements

Important information and course updates may also be conveyed via the Announcements page on OnQ. I ask that students please ensure that they have OnQ notifications *turned on* for this course, so that you do not miss any important information.

1. Log in to OnQ.
2. In the top righthand corner, click on your name and select **Notifications** from the dropdown menu.
3. Scroll to **Instant Notifications** and select the course updates you want to be notified about.

Course Feedback

At various points during the course, you may be asked to take part in a variety of feedback activities, such as surveys and questionnaires. This feedback enables the teaching team to

improve the course. All surveys are anonymous and are directly related to activities, assessments, and other course material.

Class Attendance

Your presence and participation in class contributes to the knowledge and skills that you will develop throughout this course. In addition, [participation in the in-class formative assessments](#) will make up part of your grade in this course. I expect that you attend class regularly, participate in class conversations and learning activities. These types of activities provide active engagement, promote a deeper understanding of the course content, and contribute to your success in this course.

Academic Support

All undergraduate students face new learning and writing challenges as they progress through university: essays and reports become more complex; effectively incorporating research into writing becomes more important; the types of assignments become more diverse; managing your time and developing the skills you need to read and think critically gets more challenging. I encourage students to contact Student Academic Success Services (SASS). SASS offers many ways to receive support:

- Free online or in-person [appointments](#) to get personalized support on writing and academic skills from expert staff and trained peers.
- [Workshops](#) and [drop-in programs](#). SASS' [Events Calendar lists events coming soon](#).
- [Online resources](#) that provide strategies for academic skills and writing development at university.
- If English is not your first language, SASS has specific resources for [English as Additional Language students](#), including weekly programs and EAL academic skills appointments. You can meet on an ongoing basis with an EAL consultant to work on your academic writing, speaking, listening, and reading skills.

Accommodations for Disabilities

Queen's University is committed to working with students with disabilities to remove barriers to their academic goals. Queen's Student Accessibility Services (QSAS), students with disabilities, instructors, and faculty staff work together to provide and implement academic accommodations designed to allow students with disabilities equitable access to all course material (including in-class as well as exams). If you are a student currently experiencing barriers to your academics due to disability related reasons, and you would like to understand whether academic accommodations could support the removal of those barriers, please visit the [QSAS website](#) to learn more about academic accommodations or start the registration process with QSAS by clicking *Access Ventus* button at [Ventus | Accessibility Services | Queen's \(queensu.ca\)](#)

VENTUS is an online portal that connects students, instructors, Queen's Student Accessibility Services, the Exam's Office and other support services in the process to request, assess, and implement academic accommodations.

To learn more go to: <https://www.queensu.ca/ventus-support/students/visual-guide-ventus-students>

If you have any questions regarding the implementation of your accommodations in this course, please contact : [Removed] (Accommodations Assistant) at the following e-mail: : [Removed]

Academic Consideration for Students in Extenuating Circumstances

Academic Consideration is a process for the University community to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances that may impact or impede a student's ability to complete their academics. This may include but is not limited to,

- **Short term Physical or Mental Illness or Injury** (stomach flu, anxiety/depression, mononucleosis, concussion, broken bones, surgery, medical treatments, etc.)
- **Traumatic Event/Confidential** (Bereavement, serious injury, illness or required treatment for a significant other/family member or a traumatic event such as divorce, sexual assault, social injustice, etc.)
- **Requirements by Law or Public Health Authorities** (court dates, jury duty, requirements to isolate, etc.)
- **Significant Event** (varsity athletic event, distinguished event, serving in the Reserve Forces, etc.)

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances. For more information, please see the [Senate Policy on Academic Consideration for Students in Extenuating Circumstances](#).

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's [Academic Consideration website](#). ASO courses include links to information on **Academic Consideration** on your **Course Homepage** in onQ.

Please see the Teaching Team page for contact information for your instructor and TA(s), where relevant.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the coordinator. Please use the following contact information:

Course Instructor: [Removed from Public Syllabus]

Course Coordinator Name: [Removed from Public Syllabus]

Course Coordinator email address: [Removed from Public Syllabus]

Queen's Policy Statement on Academic Integrity

Queen's University is dedicated to creating a scholarly community free to explore a range of ideas, to build and advance knowledge, and to share the ideas and knowledge that emerge from a range of intellectual pursuits. Queen's students, faculty, administrators and staff therefore all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility and by the quality of courage. These values and qualities 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.

The following statements from "The Fundamental Values of Academic Integrity" (2nd edition), developed by the International Center for Academic Integrity (ICAI), contextualize these values and qualities:

1. **Honesty** Academic communities of integrity advance the quest for truth and knowledge through intellectual and personal honesty in learning, teaching, research, and service.
2. **Trust** Academic communities of integrity both foster and rely upon climates of mutual trust. Climates of trust encourage and support the free exchange of ideas which in turn allows scholarly inquiry to reach its fullest potential.
3. **Fairness** Academic communities of integrity establish clear and transparent expectations, standards, and practices to support fairness in the interactions of students, faculty, and administrators.
4. **Respect** Academic communities of integrity value the interactive, cooperative, participatory nature of learning. They honor, value, and consider diverse opinions and ideas.
5. **Responsibility** Academic communities of integrity rest upon foundations of personal accountability coupled with the willingness of individuals and groups to lead by example, uphold mutually agreed-upon standards, and take action when they encounter wrongdoing.
6. **Courage** To develop and sustain communities of integrity, it takes more than simply believing in the fundamental values. Translating the values from talking points into action -- standing up for them in the face of pressure and adversity — requires determination, commitment, and courage.

Students are responsible for familiarizing themselves with and adhering to the Senate [regulations](#) concerning academic integrity, along with [Faculty or School](#) specific information. Departures from academic integrity include, but are not limited to, plagiarism, use of unauthorized materials, facilitation, forgery and falsification. Actions which contravene the regulation on academic integrity carry sanctions that can range from a warning, to loss of grades on an assignment, to failure of a course, to requirement to withdraw from the university.

Generative Artificial Intelligence (AI) Tools

Using generative AI writing tools such as ChatGPT in your submitted work is not permitted in this class. This type of use constitutes a Departure from Academic Integrity.

Original work, completed wholly by you, is expected to be submitted in this course. The use of an artificial intelligence tool like ChatGPT is not permitted.

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

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

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 plagiarized text in this course. Data from submissions is also collected and analyzed by Turnitin for detecting Artificial Intelligence [\(AI\)-generated text](#). These results are not reported to your instructor at this time but could be in the future.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. The similarity report generated after an assignment file is submitted produces a similarity score for each assignment. A similarity score is the percentage of writing that is similar to content found on the internet or the Turnitin extensive database of content. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

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