

Psychology 100: Principles of Psychology  
6.0 units; Fall & Winter 2025-2026

On-Campus

240 Learning Hours  
Queen's University

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**Instructors:** Jeffrey Wammes, PhD (he/him; Fall); Jeremy Stewart, PhD (he/him; Winter)

**Faculty Coordinator:** Meghan Norris, PhD (she/her; all year : ) )

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### PRE-REQUISITES AND EXCLUSIONS

There are no pre-requisites for this course. Note that this course has the following exclusions:

EXCLUSION(S): PSYC 101/3.0; PSYC 102/3.0; PSYC 103/3.0

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### COURSE LOCATION

Lectures and labs in this course are delivered on-campus, in-person in Kingston, Ontario. This is a synchronous class.

**IMPORTANT:** The lab section you register for in the fall is the lab section you will have in the winter. Lab timeslots cannot be changed mid-course. Please ensure you are registered into a lab section that works for your schedule for the full academic year.

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### LAND ACKNOWLEDGEMENT

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

To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory's significance for the Indigenous peoples who lived, and continue to live, upon it and whose practices and spiritualities were tied to the land and continue to develop in relationship to the territory and its other inhabitants today. The Kingston Indigenous community continues to reflect the area's Anishinaabek and Haudenosaunee roots. There is also a significant Métis community and there are First people from other Nations across Turtle Island present here today.

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

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

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## COURSE DESCRIPTION

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

This is the blended, on-campus version of this course. In this version of the course, students will have weekly lectures, online lessons, and weekly lab sessions. We have included these components to help you keep up with course content, and to promote deeper thinking and better learning through working with your classmates. This course requires your active participation throughout the course.

## CLASS ATTENDANCE

Your presence and participation in class contributes to the knowledge and skills that you will develop throughout 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.

During the year, should you experience an illness or serious extenuating circumstance, it is your responsibility to contact [psyc.accom@queensu.ca](mailto:psyc.accom@queensu.ca) as soon as possible (see the Accommodation for Disability, and Academic Consideration sections below for more information). Please note that there are over 2000 students currently taking PSYC100--we do our best to get to know each student, but to help us quickly look up relevant information, **please be sure to include your student number, and that you are in the on-campus (Blended) version of this course in every email correspondence.** Sometimes students have the same name, and this ensures we are responding appropriately.

This course requires you to have access to high-speed internet to submit course requirements, and to watch course videos where posted. For students who will be out of Canada for any part of this course, please note that we have had instances in the past where certain websites that are required to complete course requirements, including onQ, have been blocked intermittently in some countries (e.g., China). It is your responsibility to make sure that you will have adequate high speed Internet coverage for the entirety of the course.

As we start a new academic year, some of us are working in new environments, and technology can glitch at the worst possible times. We encourage you to submit your work ahead of the posted due dates to prevent last-minute glitches. This course uses Flexible Design, and provides grace periods where possible to help offset life circumstances, described below.

It could be that unexpected issues arise (we've all come to "expect the unexpected"). As we get started, and as we move through this full-year course, please know that there is a *huge* team supporting PSYC100, and we are here to help with whatever comes our way. We are glad you are here, and look forward to sharing a great year!

**Please note:** Consistent with best practices in privacy, updates concerning your course will be sent to your Queen's email account ONLY. We will not respond to emails originating from a non-Queen's email.

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## LEARNING OUTCOMES

After completing PSYC 100, students should be able to:

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

Students can expect to spend, on average, about 10 hours per week for 24 weeks in PSYC100. Your time will be spent preparing for and attending lectures, preparing for and completing labs, studying relevant readings/videos, and preparing for and completing assessments.

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## CONTENT COVERED IN THIS COURSE

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

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

### Content Covered

Week	Topics
Week 1	Introduction to Psychology
Week 2	Research Methods
Week 3	Genetics and Evolution
Week 4	Learning
Week 5	Neurons
Week 6	Neurobiology

Week 7	Introduction to Sensation and Perception
Week 8	The Visual World
Week 9	Consciousness and Sleep
Week 10	Attention and Memory
Week 11	Memory
Week 12	Language, Language Use, and Development
Week 13	Cognitive Development
Week 14	Social and Emotional Development
Week 15	Adolescence, Emerging Adulthood, and Aging
Week 16	Intelligence and Decision Making
Week 17	Motivation and Emotion
Week 18	Interacting with Tough Content, Self-Care, and Wellness
Week 19	Psychopathology I
Week 20	Psychopathology II
Week 21	Psychopathology, Psychopathy, and Therapeutic Orientations
Week 22	Personality
Week 23	Social Thinking and People in Groups
Week 24	Relationships and Self-Identify

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## TEXTBOOK

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

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

**MATERIALS COST:** The online textbook in this course is **FREE**. It can be accessed from the link above, and in PDF format on the homepage of this onQ course. There are additional formats available from the link above.

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

Please see the legal copyright information regarding course materials below.

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## COURSE COMMUNICATION:

### Course Announcements

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

### Queen's Email

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

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

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

### **General onQ Discussion Forum**

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

Sometimes tech fails, or things don't go as hoped. Especially when tech fails, or if things don't go as hoped, there may be temptation to jump onto the forums and express your frustration. Please know that we have a large teaching team, and we are committed to providing you with a rich learning experience. It's important that in our discussion forum, we maintain a professional tone. Please post messages to the discussion board with the intention of seeking solutions, exploring topics in a scholarly manner, and with openness for respectful discussion.

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

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

### **Office Hours**

Office hours are a time when students can "drop in" to ask course-related questions. Office hours will be posted in onQ, and also may be arranged by appointment by writing to PSYC100@queensu.ca

### **Course Feedback**

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

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## **ASSESSMENTS**

This course includes a variety of assessment types:

### **Assessments**

<b>Component</b>	<b>Weight (%)</b>
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Mid Course Exam (December) (Learning Outcomes Assessed: 1-5)	30%
Proctored Final Exam (April) (Learning Outcomes Assessed: 1-5)	40%
Proctored Quizzes (x2) (Learning Outcomes Assessed: 1-5)	20% (each quiz is worth 10%)
Weekly Labs (Learning Outcomes Developed: 1-5)	10%
Bonus Research Participation Opportunities	5%
<b>TOTAL</b>	<b>100% + 5%</b>

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

For all assessments in this course, if there is a concern that there has been an error in the marking of your assessment, students must apply for a regrade within 21 days of grades being released. Please email PSYC100@queensu.ca to request the application for a regrade.

### **STATEMENT ON USE OF GENERATIVE ARTIFICIAL INTELLIGENCE 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. We are working on developing skills and knowledge in this introductory class. **Original work, completed wholly by you, is expected to be submitted in this course for all assessments.** The use of an artificial intelligence tool like ChatGPT is not permitted.

### **EXAMS**

There will be 2 required exams in this class: one in December, and one in April. These exams are scheduled by the Registrar.

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

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

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

Students receiving permission to write a deferred December or April exam will be expected to write their exam during the Faculty of Arts and Science deferred exam period. Dates for these exam periods will be posted as soon as they are available in a course announcement. Requests for individualized deferred exam dates will not be accommodated. The deferred exam is considered an official exam to which all the exam regulations apply.

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

### **WEEKLY LAB ASSIGNMENTS**

Weekly labs are required in this course. You will have been assigned to a small group (approximately 30 students) who will meet together once a week all year in HUM 131 or HUM 132 (you can see your lab section in SOLUS). In the learning lab, you will be further divided into groups of 5 students. In your groups, you will engage in activities designed to extend and broaden your understanding of psychology.

Despite being worth a low grade weight, these weekly lab assignments are required, and are considered an essential requirement of the course. These labs have 3 components: prep work, the lab activity (done in the lab session), and a final submission. All components are required.

Details of each week's learning lab will be posted in the Weekly onQ page. Labs require you to complete some preparatory work prior to the learning lab. This preparatory work is required by the scheduled start time of your lab. There are no extensions for prep-work: late prep work will not be graded. Attendance at the lab is mandatory to earn credit for that lab. Missing a lab will result in a 0 on that lab (details below for flexibility with missing a lab!). At the end of your lab, you will have a small assignment to complete and submit via onQ. These lab submissions are intended to be completed *during* your lab. If you attended the lab, and require extra time to complete the lab submission, you are able to submit your lab work within 3 days (72 hours) of your lab's end time. Lab work (both prep work and final submissions) should be your own (Artificial Intelligence support is not accepted for these assignments), and from this semester. If you are re-taking the course, submissions should demonstrate evidence of edits based on updated knowledge. Resubmitting past work is not allowed. Be sure to cite any supporting resources that you choose to use. Lab submissions will go through TurnItIn to check for originality.

Please note, unless otherwise specified, all submissions should be created double-spaced, and in 12-point Times New Roman font. Submission lengths are specified in OnQ. For compatibility, this course only accepts written work submitted directly through onQ submission boxes. If files are being submitted, this course only accepts files that are .docx , .doc, and .pdf

If you are more than 5 minutes late for your weekly lab, you will be marked as absent and receive a score of 0 for that lab.

There may be a time when you are unable to attend a lab for important reasons, or when you are late. To build in flexibility for all students, in accordance with Flexible Design, we will drop the lowest 4 weekly labs for each student at the end of the course. This Flexible Design feature precludes your need to use the Faculty's Request for Academic Consideration "Without Documentation" Portal. If you have a documented request for more than 72 hours, please do use the academic considerations portal described below.

Note: You must only attend the lab you are scheduled for due to limits in space. If you would like to attend a different lab section as a result of an extenuating circumstance preventing you from attending your lab section, you must report an extenuating circumstance through the Academic Considerations Portal to gain approval. Please see details below for using the Academic Considerations Portal.

To request permission to attend another lab, after filing for academic consideration, please email PSYC100@queensu.ca directly with the lab section that you are in. PSYC100 will respond with labs that have space for you to attend if approval due to extenuating circumstances is granted. Note that space may not be available. If you miss a lab, we encourage you to attend an office hours session, or connecting with a classmate, to discuss what you missed.

Please email PSYC100@queensu.ca with questions about lab absences from your Queen's email account.

#### **Weekly Lab FAQ (Frequently Asked Questions):**

- **I'm missing my learning lab this week, what should I do?**

Students will automatically have their 4 lowest weekly labs dropped to account for life events and extenuating circumstances. You do not need documentation for this to automatically happen.

If you would like to attend a different lab section during the week that you will miss a lab, please apply for academic consideration using the Academic Considerations Portal (using psyc.accom@queensu.ca as the contact), and also email PSYC100@queensu.ca to request attendance in another section. Note: Room capacities prevent us from allowing students to attend another lab without formal permission, and space may not be available. We will do our best to facilitate this when we can.

If you attend another lab section, be sure to complete the attendance procedure for the lab you are attending.

- **Can I still receive credit for my prep lab work if I miss my learning lab this week?**

No, but your lowest 4 lab marks will be dropped to account for labs missed due to extenuating circumstances.

- **Can my Lab TA approve me as a lab guest?**

No, your Lab TA does not have the authorization to approve guest attendance. Documentation must be processed through the Queen's portal (list PSYC100@queensu.ca as the course email contact).

- **I came to lab late. Can I still get marks?**

No. Labs are only 50 minutes in length, and missing more than 5 minutes means you've missed more than 10% of the session. Catching up on missed work is disruptive for your team. That said, remember that you will have 4 lab marks automatically dropped to help account for unexpected life events.

#### **Proctored Quizzes**

There will be two short (30 minute) proctored quizzes in this course. These quizzes will take place in your scheduled lab time. Please see the course timeline for dates of the quizzes. These quizzes will be entirely comprised of multiple choice questions, are intended to provide students with an opportunity for a low-stakes check on their knowledge mid-way through the semester.

If you are unable to write a quiz, it will be automatically reweighted on your behalf. Missing the first quiz will result in a reweight to the multiple-choice section of the mid-course exam. Missing the second quiz will result in a reweight to the multiple-choice section of the final exam. You do not need to submit paperwork or requests for this to happen--we will do it automatically on behalf of any student missing a quiz.

We do not recommend planning to skip quizzes. There is significant research showing the benefits of testing, and quizzes additionally provide a low-stakes opportunity to understand norms of test difficulty within this course.

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## **PARTICIPANT POOL PARTICIPATION**

In this course you can earn bonus points by participating in the Psychology Research Participant Pool. For every half hour of research completed, you will receive 0.5 credits up to a maximum of 5 credits. Each credit is worth 1% so if you complete all 5 credits you will increase your final mark by 5%. You can receive credits either by completing studies in-person or online. **Note that for the on-campus PSYC 100 course, there is a 2.5 credit cap for online studies.** This means that of your total of 5 credits, only 2.5 of those credits can be from online studies. There is no cap for in-person studies.

If you are enrolled in more than one eligible course, you will select the course toward which your research participation will be credited when you sign up for a study. You can complete studies toward each course. You cannot apply the same study credit to more than one course, and research credit cannot be used to improve a failing mark to a passing mark. The last day to participate in research for bonus credit is the last day of classes. For more details, please see the information posted at the Psychology Participant Pool page on the Department website.

All students will be activated in the participant pool during the 3rd week of the term. If you have previously used the participant pool, you will use the same userid and password that you used previously. If you are new to the participant pool, you will receive an email with your login information during the 3rd week of class.

During the first week of the semester, you will be emailed a link to an online prescreening questionnaire. If you complete the larger prescreening questionnaire online, you may become eligible for additional studies, and those researchers will contact you directly to find a time to participate.

Participation in research is entirely voluntary. If you want to earn credit but don't want to participate in a particular study, you can complete an alternative assignment instead. For the alternative assignment, researchers either will offer a walk-through of their experiment, or they will have you to read an article or blog post, listen to a short podcast, or watch a short video and then answer questions about it. To complete an alternative assignment, you must contact the principal investigator of a particular study (see the study's contact information on SONA for their email) before the last week of classes for the semester

to complete the alternative assignment option. Although the length of studies will vary, all alternative assignments will last approximately 30 minutes, so you will earn 0.5% for each alternative assignment that you complete.

Please note: we understand that life happens and you may be unable to attend the session you sign up for as a result of extenuating circumstances. If you are unable to attend your scheduled session due to an extenuating circumstance, please contact the researcher directly to reschedule the session and/or receive an “excused no-show” notation. An “excused no-show” is guaranteed if you contact researchers 3 or more hours in advance of your appointment.

Research is an important activity that directly impacts science and society, and that also impacts a larger system (e.g., time in lab space is very limited and can be costly—for example, booking a 1 hour session in the fMRI facility costs \$400). We thank you in advance for ensuring that you attend your scheduled sessions, and that you follow up with the researcher as soon as possible if you miss a session due to extenuating circumstances. However, if you reach 2 unexcused no-shows in a given semester, you will not be able to sign up for additional studies/alternative assignments that semester. You will be automatically granted the ability to sign up for studies to earn research credit the following academic semester.

Note that your course instructor is not involved in the administration of studies and alternative assignments. If you have questions about studies, please contact the researchers listed on SONA. Questions about the pool (e.g., credits) should be directed to the participant pool coordinator at [participant.pool@queensu.ca](mailto:participant.pool@queensu.ca).

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## TIPS AND SUPPORTS FOR SUCCESS

- Be sure to refer to the Timeline so that you do not miss any due dates.
- Complete your online lessons early in the week, *before* completing your weekly assignments. Your readings provide background and support for the activities
- Seek clarification on the General Discussion Board as soon as possible about any confusing concepts.
- Contribute answers to the General Discussion Board.
- Be proactive –we know it is tempting to leave things until close to deadlines, but please do not leave work until the last minute. Computer problems and technical glitches happen and sometimes life just gets in the way! Despite this, you are still responsible for meeting your due dates. Prep-work is available for the entire semester, beginning on the first day of classes. We encourage you to get a head start if you are concerned about missing time.
- Although there is a lot of flexibility in this course, that flexibility can create a new challenge: needing to be proactive about scheduling your own time for this course. We encourage you to schedule approximately 10 hours/week for this course, and to also build your own routines associated with this course to help get you in the PSYC100 mindset.
- Contact Student Academic Support Services for help with writing, and studying for exams. They are typically located in the Learning Commons at Stauffer Library, but are now fully operating online. In addition to 1-on-1 study support, they also host workshops. Please find out more about their services [here](#).

- There are many student wellness supports available to you as you navigate your transition into university. Just a few include:
  - Queen's Student Wellness
  - On and Off Campus Resources

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

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## NETIQUETTE

In any course you often communicate with your peers and teaching team through electronic communication. You are expected to use the utmost respect in your dealings with your colleagues or when participating in activities, discussions, and online communication.

Here is a list of netiquette guidelines. Please read them carefully and use them to guide your communication in this course and beyond.

1. Assume the best of others and expect the best of them.
  2. Acknowledge the impact of oppression on the lives of other people and make sure your writing is respectful and inclusive.
  3. Recognize and value the experiences, abilities, and knowledge each person brings.
  4. 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.
  5. It's ok to disagree with ideas, but do not make personal attacks.
  6. 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.
  7. Encourage others to develop and share their ideas.
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## GRADING

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:

*Queen's Official Grade Conversion Scale*

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89

Grade	Numerical Course Average (Range)
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

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## LOCATION AND TIMING OF FINAL EXAMS

Once the exam schedule has been finalized the exam date will be posted on your SOLUS account. The exam dates for each Term are listed on the Faculty of Arts and Science webpage under "Important Dates." Student exam schedules for the Fall Term are posted via SOLUS immediately prior to the Thanksgiving holiday; for the Winter Term they are posted on the Friday before Reading Week, and for the Summer Term they are individually noted on the Arts and Science Online syllabi. **Students should delay finalizing any travel plans until after the examination schedule has been posted. Exams will not be moved or deferred to accommodate employment, travel/holiday plans or flight reservations. For more information regarding what is considered extenuating circumstances and qualifications for Academic Consideration, please visit <https://www.queensu.ca/artsci/undergraduate/student-services/academic-consideration> or email [asc.consideration@queensu.ca](mailto:asc.consideration@queensu.ca).**

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## 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. Each core value of academic integrity, as defined in the Senate Academic Integrity Policy, gives rise to and supports the next.

Honesty appears in presenting one's own academic work, whether in the context of an examination, written assignment, laboratory or seminar presentation. It is in researching one's own work for course assignments, acknowledging dependence on the ideas or words of another and in distinguishing one's own ideas and thoughts from other sources. It is also present in faithfully reporting laboratory results

even when they do not conform to an original hypothesis. Further, honesty is present in truthfully communicating in written and/or oral exchanges with instructors, peers and other individuals (e.g. teaching assistants, proctors, university staff and/or university administrators).

Trust exists in an environment in which one's own ideas can be expressed without fear of ridicule or fear that someone else will take credit for them.

Fairness appears in the proper and full acknowledgement of the contributions of collaborators in group projects and in the full participation of partners in collaborative projects.

Respect, in a general sense, is part of an intellectual community that recognizes the participatory nature of the learning process and honours and respects a wide range of opinions and ideas. However, "respect" appears in a very particular sense when students attend class, pay attention, contribute to discussion and submit papers on time; instructors "show respect by taking students' ideas seriously, by recognizing them as individuals, helping them develop their ideas, providing full and honest feedback on their work, and valuing their perspectives and their goals" ("The Fundamental Values of Academic Integrity", 3rd Edition, p. 8).

Ultimately, responsibility is both personal and collective and engages students, administrators, faculty and staff in creating and maintaining a learning environment supported by and supporting academic integrity.

Courage differs from the preceding values by being more a quality or capacity of character – "the capacity to act in accordance with one's values despite fear" ("The Fundamental Values of Academic Integrity", 3rd edition, p. 10). Courage is displayed by students who make choices and integrous decisions that are followed by action, even in the face of peer pressure to cheat, copy another's material, provide their own work to others to facilitate cheating, or otherwise represent themselves dishonestly. Students also display courage by acknowledging prior wrongdoing and taking proactive measures to rectify any associated negative impact.

All of these values are not merely abstract but are expressed in and reinforced by the University's policies and practices.

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## **EXAMPLES OF VIOLATIONS OF ACADEMIC INTEGRITY**

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

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

- Collaborating in an online shared document on independent assessments
- Submitting your own work from a previous course (including this one). If you are retaking this course, care-filled revision of past work should be evident.

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

- Avoiding Plagiarism & Cheating
- Avoiding Plagiarism - Paraphrasing
- Quoting and Paraphrasing

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.

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

## TECHNOLOGY REQUIREMENTS

### *Technological Requirements*

Category	Requirements
Computer Specifications	<ul style="list-style-type: none"> <li>• Windows 8.1 or newer</li> <li>• OS X 10.13 (High Sierra) or newer</li> <li>• Dual Core 2 GHz processor</li> <li>• 4 GB RAM</li> <li>• Soundcard</li> <li>• USB headset</li> <li>• Webcam</li> </ul>
Supported Browsers	<ul style="list-style-type: none"> <li>• Chrome (preferred - latest version)</li> <li>• Firefox (latest version)</li> <li>• <b><i>Safari is not recommended as it causes several known issues in onQ</i></b></li> <li>• <b><i>Edge is not recommended as it causes several known issues in onQ</i></b></li> </ul>

Category	Requirements
Internet Connection	<ul style="list-style-type: none"> <li>• Wired high speed access: Cable or better</li> <li>• <b><i>Wifi is not recommended</i></b></li> <li>• A minimum download speed of 10 Mbps and up to 20 Mbps for multimedia is recommended</li> <li>• <a href="#">Click here for an Internet speed test</a></li> </ul>
Java	<ul style="list-style-type: none"> <li>• Latest version</li> </ul>
Media Player	<ul style="list-style-type: none"> <li>• HTML5 compatible</li> </ul>
Adobe Reader	<ul style="list-style-type: none"> <li>• Latest Version</li> </ul>

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## STUDENTS STUDYING OR TRAVELLING ABROAD

If you plan to travel, we strongly recommend that you confirm Internet availability in your host country prior to departure. In the past, students in other countries have been blocked from accessing certain websites relevant to their courses, as well as onQ. It is the responsibility of all students to book travel around course work, as we cannot change the format or timing on assessments or assignments as a result of travel plans.

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## CALCULATOR POLICY

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

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## COPYRIGHT 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.

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## PRIVACY STATEMENT FOR EXTERNAL SOFTWARE IN THE COURSE

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

- Crowdmark's Privacy Policy
  - eCampus Ontario Privacy Policy
  - Turnitin Privacy and Security Statement
  - ProctorU Statement
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## TURNITIN STATEMENT

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

Please read Turnitin's Privacy Policy, Acceptable Use Policy and End-User License Agreement, which govern 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

*Portions of this document have been adapted, with permission, from the University of Toronto Centre for Teaching Support and Innovation tip sheet "Turnitin: An Electronic Resource to Deter Plagiarism".*

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## **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 the Visual Guide to Ventus for Students.

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## **ACADEMIC CONSIDERATIONS FOR STUDENTS IN EXTENUATING CIRCUMSTANCES**

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

- Short-term physical or mental health issues (e.g., stomach flu, pneumonia, COVID diagnosis, vaccination, etc.),
- Responses to traumatic events (e.g., death of a loved one, divorce, sexual assault, social injustice, etc.),
- Requirements by law or public health authorities (e.g., court date, isolation due to COVID exposure, etc.).

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

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. For more information, undergraduate students in the Faculty of Arts and Sciences should consult the Faculty's webpage on Academic Consideration in Extenuating Circumstances and submit a request via the Academic Consideration Request Portal. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

Students are encouraged to submit requests as soon as the need becomes apparent and to contact their instructor and/or course coordinator as soon as possible once Academic Consideration has been granted. Any delay in contact may limit the options available for Academic Consideration.

For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, please see the Faculty of Arts and Science Academic Consideration website.

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

Instructor/Coordinator Name: Meghan Norris

Instructor/Coordinator email address: [psyc.accom@queensu.ca](mailto:psyc.accom@queensu.ca) (Please use this email for all academic considerations and accommodations related issues)

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## **UNIVERSITY OPERATING DATES**

Please visit the Faculty of Arts and Sciences Sessional Dates website for all academic deadlines.

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## **EQUITY, DIVERSITY, AND INCLUSIVITY STATEMENT**

Queen's University recognizes that the values of equity and diversity are vital to and in harmony with its educational mission and standards of excellence. It acknowledges that direct, indirect and systemic discrimination exists within our institutional structures, policies and practices and in our community. These take many forms and work to differentially advantage and disadvantage persons across social identities such as race, ethnicity, disability, gender identity, sexual orientation, faith and socioeconomic status, among other examples. In this class I will work to promote an anti-discriminatory, anti-racist and accountable environment where everyone feels welcome. Students in this class are encouraged to participate during class discussions and to support others in their participation. Because the class will represent a diversity of individuals, beliefs, backgrounds, and experiences, every member of this class is asked to show respect for every other member.

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## **NAME/PRONOUN**

Knowing and applying students' names and pronouns is a crucial part of developing a productive learning environment that fosters safety, inclusion, and personal dignity. This is an important part of the inclusion work here at Queen's

If you wish to change how your name appears in onQ and on class lists, please follow these steps. You may also use this process to add your pronouns to the appearance of your name.

1. Log into SOLUS.
2. Click on Personal Information tab.
3. Click on the Names tab

4. Click on the Add New Name tab
5. Choose Preferred from the Name Type drop down menu
6. Enter your preferred name.
7. Click Save.

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