

PSYC 202: Introduction to Statistics (3.0)

Fall 2025

Course Description

Welcome to Introduction to Statistics - the purpose of this course is to improve your numeracy and critical thinking skills. To achieve this, you will learn how to make sense of raw data, how best to describe data to others, and how to test hypotheses using statistics. These quantitative skills can contribute to a deeper understanding of data relevant to your professional and personal life. The components of this course have been designed with care to maximize your opportunities to learn in an engaging and supportive environment. We look forward to exploring the world of statistics with you!

Lectures and labs in this course are delivered on-campus in Kingston, Ontario. See SOLUS for your section and room details. You can look up accessibility information for specific classrooms on [Queen's Teaching and Learning Spaces page](#).

Learning hours: 120

Pre-requisites and Exclusions

Enrollment in a PSYC Major, Joint Honours, or Specialization Plan and a minimum grade of B- in PSYC 100/6.0

Exclusions: BIOL 243; CHEE 209; COMM 162; ECON 250; GPHY 247; HSCI 190; KNPE 251; NURS 323; POLS 285; POLS 385*; SOCY 211; STAM 200; STAT 263

Land Acknowledgement

Let us acknowledge that Queen's is situated on traditional Anishinaabe and Haudenosaunee territory. We are grateful to be able to be live, learn and play on these lands. ([Four Directions Indigenous Student Centre, Queen's University](#))

Learning Outcomes

After completing this course, students should have the knowledge and skills to do the following:

1. Identify the features of a data set to determine how best to summarize and display it.
2. Choose the appropriate statistical test and provide the rationale for selection.
3. Compute basic parametric statistical tests to test hypotheses.
4. Interpret the results of statistical tests and data software output to draw valid conclusions.

5. Communicate results of statistical analyses with clear figures and text.
6. Apply knowledge of statistics and research design (e.g., sampling) to critically evaluate research findings.

Course Materials

There are two types of required course materials

1. The first is an eBook entitled "[Taking the Anxiety out of Statistics](#)" by Nelson & Beyer (Kendall Hunt Publishing). The link provided allows Queen's students to purchase the eBook at a special subscription rate (\$55.13 USD). Note that no royalties are collected on this eBook. You do not need to 'sign in' to purchase the eBook – just click the 'checkout without an account' button at the bottom of the sign in page.

Modules of the e-book must be completed before attending class. In class (lecture) we will spend more time with challenging topics, and use case studies to begin applying your knowledge.

3. Software skills guides will be available in onQ. The course uses Microsoft Excel and RStudio, both of which are free for students. MATLAB and SPSS may also be used in the course and are also free to students. Software skills guides will be assigned ahead of each tutorial, and this material will also be assessed in a software-focused term test.

Technology Requirements

Please note that mobile devices are not recommended for the course as they cause several known issues in onQ

Computer Specifications:

- Windows 10 or newer
- OS X 13 or newer
- Dual Core 2 GHz processor
- 4 GB RAM

Supported Browsers:

- Chrome (preferred - latest version)
- Firefox (latest version)
- Safari is not recommended as it causes several known issues in onQ
- Edge is not recommended as it causes several known issues in onQ

Internet Connection:

- A minimum download speed of 10Mbps and up to 20Mbps for multimedia is recommended
- Java (latest version)

- Media Player that is HTML5 compatible
- Adobe Reader (latest version)

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.

Suggested Time Commitment

Students can expect to spend, on average, 9 hours per week completing relevant readings, assignments, and course activities.

- Primary lecture: 1 hour
- Secondary lecture/help session: 1 hour
- Tutorials: 1.5 hours
- Online Modules and Readings: 2-4.5 hours (as needed)
- Weekly quizzes: <0.5 hour
- Additional Practice/Studying: as needed

Course Timeline

Week	Topic	Preparation	Assessments
Week 1	Introduction to the Course	Read Module 0 “Getting Started” Software Skill Guide (begin)	<i>No assessments this week</i>
Week 2	Populations, Samples, and Units	Read Module 1 “Getting Started” Software Skill Guide (finish)	Quiz Tutorial
Week 3	Sampling and Study Designs	Module 2 “Working with Data” Software Skill Guide	Quiz Tutorial

Week 4	Descriptive Statistics and Visualizations	Module 3 "Calculating Descriptive Statistics" Software Skill Guide	Quiz Tutorial
Week 5	Data Visualization	Module 4 "Visualizations" Software Skill Guide	<i>No assessments this week</i>
Week 6	Probability and Proportions	Module 5 "Calculating Probabilities" Software Skill Guide	Quiz Tutorial
Fall Reading Week (Oct. 13-17)			
Week 7	Sampling Distributions	Module 6 "Confidence Intervals" Software Skill Guide	Midterm Exam Quiz Tutorial
Week 8	Hypothesis Testing and T-tests	Modules 7 & 8 "T-tests" Software Skill Guide	Quiz Tutorial
Week 9	Chi-Square	Module 9 "Chi-Squared Test" Software Skill Guide	Quiz Tutorial
Week 10	Linear Regression	Module 10 "Correlation and Linear Regression" Software Skill Guide	Software Exam Quiz Tutorial
Week 11	Analysis of Variance (ANOVA)	Module 11 "Single-Factor ANOVA" Software Skill Guide	Quiz Tutorial
Week 12	Two Factor ANOVA	Module 12 "Two-Factor ANOVA" Software Skill Guide	Quiz Tutorial
December Final Exam Period (TBA)			Final Exam

Assessments

Weighting of Assessments

Assessment	Weight	Learning Outcome
Weekly Quizzes	10%	1-4
Tutorials	25%	1-5
Midterm Exam	20%	1-4, 6
Software Exam	15%	1-5
Final Exam	30%	1-5, 6

Descriptions of Learning Activities and Assessments

Weekly Quizzes

There are 10 quizzes, each open for one week. The quizzes will consist of multiple-choice questions based on the weekly material from e-book modules, self-assessments and the software skills guide (when applicable). You can take each quiz up to 5 times. Your highest mark will be recorded as your mark for the quiz.

Tutorials

There are 10 in-person tutorial activities in the course, and we will drop the lowest tutorial from your final grade. Each of these are completed in a group of 3-4 students. The tutorials are performance-based activities designed to provide the opportunity for students to combine theoretical and skills-based concepts from modules and software skills guides. Statistical analyses are performed to test scientific hypotheses. A wide variety of datasets are used to help you see the utility of statistics. Tutorial descriptions are opened ahead of time so that you can familiarize yourself with the topic before coming to tutorial.

Please note the following important policies related to group tutorials. You will be assigned to a tutorial group within your section for the semester. You must attend the tutorial that you signed up for and work with your group to receive a grade. If you attend a tutorial that you did not sign up for, you will receive a grade of zero (even if you completed the tutorial activity). You must have attended the tutorials to submit a report. If you are absent and have an approved academic consideration, your tutorial grades will be redistributed over the tutorials for which you were present.

Late Assignment Submission Policy

Tutorial activities are due at the end of your scheduled tutorial. The late penalty is 10% per day and this is first applied 30 mins after a tutorial session ends.

Midterm Exam

A term test will cover material for the first half of the course (weeks 1-6, up to module 5). The test will consist of multiple choice and short answer questions (the same format of the final exam). The term test will cover material from the eBook modules, lectures, module practice problems and elements of the

tutorials. Any students with approved QSAS accommodations will have their accommodations managed by the Exams Office (via Ventus).

If you are unable to attend the midterm due to an extenuating circumstance (e.g., illness), please reach out to the Accommodations Assistant, Tara Karasewich, at psyc.accom@queensu.ca as soon as possible. You will also need to submit a [formal request for academic consideration](#).

Software Exam

The Software Skills Term Test is an in-person, timed, computer-based test designed to evaluate your software skills based on what you have learned in the preceding Software Skills Guides and tutorials. Invigilation will be used to restrict the use of the internet to the context of approved programs/sites. It is the responsibility of the student to ensure that they bring a reliable, fully charged computer (with internet connection). Students are advised to bring a power cord in case charging is required, but should not expect that there will be sufficient power outlets for all students to charge.

If you are unable to attend the software exam due to an extenuating circumstance (e.g., illness), please reach out to the Accommodations Assistant, Tara Karasewich, at psyc.accom@queensu.ca as soon as possible. You will also need to submit a [formal request for academic consideration](#).

Final Exam

The Final Exam is three hours in length and includes multiple-choice and short answer questions based on the material from the entire term, including all e-book modules, lectures, module practice problems and elements of the tutorials. Any students with approved QSAS accommodations will have their accommodations managed by the Exams Office (via Ventus). If you cannot write the final exam and have an approved [formal request for academic consideration](#), you will be required to write a deferred exam during the deferred exam period specified by the Exams Office. Please reach out to the Accommodations Assistant, Tara Karasewich, at psyc.accom@queensu.ca as soon as possible to request an exam deferral.

Timing of Final Examinations

Once the exam schedule has been finalized, the exam date will be posted on your SOLUS account. The exam dates for each term are listed on the Faculty of Arts and Science webpage under "[Important Dates](#)." Student exam schedules for the Fall Term are posted on SOLUS immediately prior to Thanksgiving and on the Friday before Reading Week for the Winter Term. *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 information regarding what is considered extenuating circumstances and qualifications for Academic Consideration, please visit the [Faculty of Arts and Science's Academic Consideration webpage](#).

If you are unable to attend an exam and receive approval for a deferred proctored exam, a further deferral of that exam may not be accommodated.

Policy Regarding Regrading

Grades on assessments are allocated based upon demonstrated mastery of the materials and skills as evaluated by the instructor/TAs, in line with established marking practice.

Students who believe grades on their assessments are inaccurate should request a regrade by submitting the assessment to the appropriate assignment submission folder in the 'Regrade Requests' section under 'Content' in onQ. Regrade requests must be submitted **within 1 week** after grades are published

Note: if a grade changes as a result of the regrade request, that new grade will stand as the final mark, even if it is lower than the original mark.

Statement on the Use of Generative AI

In this course you are learning the basics of descriptive and inferential statistics. We encourage you to focus on understanding the concepts and understanding the basics of software code generation. This will include learning how to best use Generative AI tools for writing and evaluating software.

You are also welcome to use Generative AI tools to improve your understanding of the material and to generate relevant content. However, keep in mind that you will be required to generate answers and responses to statistics questions in written exams without access to these tools. As such, we strongly encourage you to learn the content without relying on these tools.

The writing of text responses and the generation of figures that is done for the tutorials (and other assignments), is minimal but if you use Generative AI to help with writing or making figures, it should be cited in your report.

If you are unsure about whether a particular use of Generative AI is inline with, or a departure from, academic integrity, please feel free to ask the course instructor or one of the course TAs. In general, we are AI friendly in this course and encourage the creative use of Generative AI. Note that as of October 5, 2023 Queen's recognizes that the unauthorized use of Generative AI such as ChatGPT as a departure from academic integrity called Unauthorized Content Generation.

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." This includes the use of calculators for the midterm and final exam in this course.

Grading Scheme and 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:

Queen's Official Grade Conversion Scale

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

Communication

Course Announcements

Throughout the course, we will post announcements to the class, including reminders of upcoming due dates, responses to frequent questions, corrections to broken links, etc. We encourage you to routinely check the Announcements section of the course homepage in onQ. To ensure that you receive these announcements promptly, we also recommend that you enable email notifications to your Queen's email address.

Questions About the Course and Contacting the Teaching Team

Please use the course email (psyc202@queensu.ca) for inquires that are about the logistics of the course and a team member will typically respond within 24 hours.

If you have questions about course material you should bring those to the second lecture of the week (which will primarily act as a help session) and/or post them to the Weekly Course Questions Forum in the Discussions. For other general questions about the course, please post to the General Course

Questions Forum. Feel free to help answer your peers' questions on this forum. Most questions are answered within 24 hours. There is also a 'Frequently Asked Questions' in the Course Information section under Content in onQ that you may find helpful.

Throughout this course, you may come upon some general questions about the course and assignments. If you think that your question may benefit other students, you are invited to post your question in the Course Questions discussion forum. Feel free to help answer your peers' questions on this forum. The teaching team will monitor this discussion forum and answer questions. Most questions are answered within 24 hours. Any other questions that you would prefer to share privately, please contact me or your TA at one of the emails listed at the top of this syllabus. The teaching team contact information is located on the homepage of the course

Queen's E-mail

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.

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.

Course Feedback

At various points during the course, I may ask you to take part in a variety of feedback activities, such as surveys and questionnaires. This feedback enables my teaching team and me to make any adjustments necessary to improve your learning environment. Additional feedback may be requested throughout the

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

Instructor Expectations

The teaching team is committed to:

- Engagement with the course material – we love finding ways to navigate the sometimes complex course material, and to share our love of data!
- The student learning experience – we aim to create many, and varied, opportunities for students to interact with the course material.
- The process of learning – mistakes and practice are an important part of learning the material, and ‘learning how to learn’, more generally. We are here to help you navigate this experience.
- Supporting your learning process - we look forward to communicating with you in person (in lecture, in tutorial), in weekly student help sessions, online via discussion boards, and through the course email (psyc202@queensu.ca).
- Differences in learning – We apply universal design to account for differences in learning where possible, and arrange additional accommodations in collaboration with the Queen’s Exam Office and QSAS. We are always open to discussion – we know that a complex set of factors affect your learning and will work to support your education.
- Challenges – Please discuss your challenges with us during class, tutorial, help sessions and the Course Questions Forums. You can also always reach us at psyc202@queensu.ca.

Expectations for Students

To achieve teaching and learning success, our expectation of students includes:

- Preparation for weekly class via online e-book modules
- Preparation for tutorials via class and the Software Skills Guides (onQ)
- Preparation of necessary technology for participation in class, tutorial, and online activities (e.g. weekly quizzes, software skills development)
- Attendance and participation in class and tutorial to the best of your ability
- Respectful communication and interactions with all tutorial group members, teaching assistants and instructors – we know group work often comes with challenges, but there is also a lot of opportunity to learn from one another and to share your strengths.
- Academic integrity with respect to all course assignments and examinations

Netiquette

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

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

1. Make a personal commitment to learn about, understand, and support your peers.
2. Assume the best of others and expect the best of them.
3. Acknowledge the impact of oppression on the lives of other people and make sure your writing is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
6. It's ok to disagree with ideas, but do not make personal attacks.
7. Be open to being challenged or confronted on your ideas and to challenging others with the intent of facilitating growth. Do not demean or embarrass others.
8. Encourage others to develop and share their ideas.

Notice of Recording

While lectures for this course will be delivered in-person, classes may be recorded via auditorium lecture capture with video and audio (and, in some cases, transcription) and made available to students in the course for the duration of the term. The recordings may capture your image or voice through the video and audio recordings. By attending lecture, you are consenting to the collection of this information for the purposes of administering the class and associated coursework. If you are concerned about the collection of your personal information in the class, please contact the course instructor to identify possible alternatives.

To learn more about how your personal information is collected, used and disclosed by Queen's University, please see the [Notice of Collection, Use and Disclosure of Personal Information](#) website.

Turnitin Statement

This course *may* make 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](#)".

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 we 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.

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. We encourage students to contact **Student Academic Success Services (SASS)**. SASS offers many different 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.

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- 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 the [Visual Guide to Ventus for Students](#).

The Psychology Accommodations Assistant, Tara Karasewich, is taking care of accommodations in this course. You can contact her at: psyc.accom@queensu.ca

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 any extenuating circumstance (illness, bereavement, traumatic event, injury, family emergency, etc.) which is short-lived, begins within the term, and will not last longer than 12 weeks - see [Academic Consideration](#) webpage for details (<https://www.queensu.ca/artsci/undergraduate/student-services/academic-consideration>)

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. While we encourage instructors to accommodate, each instructor has discretion in deciding whether or how to apply the 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.

For more information, please see the [Senate Policy on Academic Consideration for Students in Extenuating Circumstances](#).

If you need to request academic consideration for this course, you will be required to provide the name and e-mail address of the instructor/coordinator. The Psychology Accommodations Assistant will be managing consideration requests for this course, so please use the following contact information:

Instructor/Coordinator name: Tara Karasewich

Instructor/Coordinator e-mail address: psyc.accom@queensu.ca

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. 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.

Important University Dates

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