

Course Information

General Course Information

Course: PSYC 271

Course title: Brain & Behaviour 1

Pre-requisites: PSYC 100

Semester and year: Fall 2025

Number of credits: 3.0

Learning hours: 96-120 hours (8-10 hours per week)

Modality (on campus, blended, or online): On campus

Classroom accessibility: Wheelchair accessible, but no automatic door opener. Wide aisles and includes accessible seating. For more information, visit the [Queen's Accessibility Hub](#).

Course Description

An introduction to Biological Psychology. The course primarily focuses on the basics of neuronal operation, functional neuroanatomy, neuropharmacology, and other biopsychology methods. This will be followed by an examination of input (sensory) and output (motor) systems of the brain. Finally, topics relevant to learning and memory formation will be covered.

Topics

The exact chapter progression may slightly deviate from the following, which is presented as a guide (although exam dates and assignment deadlines are firm).

Date	Topic	Chapter
Sept. 4, 8	Biopsychology as a Neuroscience	1
Sept. 11, 15	Evolution, Genetics, and Experience	2
Sept. 18, 22	Anatomy of the Nervous System	3
Sept. 25	Mind maps and review	1-3
Mon, Sept. 29	Midterm 1	1-3
Oct. 2, 6	Neural Conduction and Synaptic Transmission	4

Oct. 9, 20, 23 (no class Oct. 12-16)	Research Methods of Biopsychology	5
Oct. 27, 30	The Visual System	6
Mon, Nov. 3	Midterm 2 [Mindmap 1 due]	4-6
Nov. 6, 10, 13	Sensory Systems, Perception, and Attention	7
Nov. 17, 20	The Sensorimotor System	8
Nov. 24, (No class Nov. 27) Dec. 1	Learning, Memory, and Amnesia [Mindmap 2 due Dec. 1st]	11
Exam period	Final exam	1-8, 11

Important University Dates

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

Intended Course Objectives

On successful completion of this course, students will be able to:

1. Summarize the foundations of biopsychology including evolution, neuroanatomy, and neuropharmacology
2. Describe the process of neural communication
3. Explain the neural mechanisms of learning and memory
4. Outline primary research methods in biopsychology
5. Recall and recognize sensory processing in visual, auditory, olfactory, taste, and somatosensory systems
6. Relate motor system function to sensory processing in humans

By Midterm Exam 1, students are expected to be able to compare and contrast the subdisciplines of biopsychology and identify their role in converging operations, describe how research on evolution of the human brain has changed over time, define epigenetics, and explain how it is transforming our understanding of genetics, identify and draw parts of the brain and brain cells.

By Midterm Exam 2, students are expected to be able to understand how neurons fire action potentials and communicate with one another and some mechanisms of drug action on these processes, compare and contrast brain imaging techniques, psychophysiological measures of brain activity, psychological and physiological brain measurement and forms of brain manipulation, identify the processes that our visual system uses to turn our physical environment into neural signals and how these neural signals operate.

By the Final Exam, students are expected to be able to identify the processes that our other (non-visual) senses turn our physical environment into neural signals and how these neural signals operate, explain what is meant by a hierarchy of central sensorimotor programs, and explain the importance of this arrangement or sensorimotor functioning (in other words, how we produce behaviours), how the brain acquires, maintains, and loses knowledge

By the end of the course, a student may be able to understand how our biological machinery allows us to convert physical input into sensory experiences, thoughts, and behaviour. At all points, students will be expected to be able to apply knowledge to new real or hypothetical scenarios.

Inclusion

Land Acknowledgement

The territory that Queen's University occupies is included in the Dish with One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and the Confederacy of the Ojibwe and Allied Nations to peaceably share and care for the resources around the Great Lakes. The Kingston Indigenous community continues to reflect the area's Anishinaabek and Haudenosaunee roots. There is also a significant Métis community as well as First Peoples from other Nations across Turtle Island present here today. To read more about the history of the land, see the [Queen's Encyclopedia](#) and to learn more about land acknowledgements, see the [Office of Indigenous Initiatives](#).

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. Every member of this class is asked to show respect for every other member.

Building a Classroom Community

University is a place to share, question, and challenge ideas. Each student brings a different set of lived experiences. 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.

Fostering Accessibility

All of us have a shared responsibility for reducing barriers to learning and 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, and
- meeting practices (e.g., in tutorials/labs/seminars or virtual meetings).

Name/Pronoun

If, for whatever 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.

Course Materials & Technologies

Required Course Textbook

Course Textbooks	Edition(s)	Publisher	For Purchase	Cost	At Queen's Library?
John P.J. Pinel & Steven J. Barnes. <i>Biopsychology.</i>	11	Pearson	See link below	\$92.99	No

- Revel is the online e-text that includes practice quizzes and other study aids.
- Purchase online at the Campus Bookstore using this link:
<https://campusebookstore.com/link/?id=7ab03d74-1b53-46f9-be39-6abe290c0b93>
- The text is available as an e-text only, but you can upgrade your text to a looseleaf version through the textbook website once you have access.
- Redeem your access code here: <https://console.pearson.com/enrollment/vfocyc6>.
- If you have problems redeeming your code, please use [Revel student support](#). If that doesn't help, contact our [Pearson Representative](#), though you will need a case number from Revel to demonstrate that you have already tried solving the issue through their online system.
- Once your access code is redeemed, you can access the text through [this portal](#).
- Earlier editions overlap, but don't cover everything.
- The same text is currently also used for PSYC 370 (winter semester).

Educational Technologies, Help, Privacy, and Accessibility

Be aware that your independent use of the website(s), programs, and/or application(s) used in this course, *beyond what is required*, is subject to their terms of use and privacy policy. In particular, this course makes use of Pearson Revel for some activities. Be aware that by logging into the site, you will be leaving OnQ; and accessing the Revel site is subject to Pearson Revel terms of use and privacy policy. You are encouraged to review [these privacy documents](#) before using the site.

REVEL

Revel is fully digital, and gives you a continuous, integrated learning experience. Highlighting, note taking, practice questions, digital interactives, and a glossary let you read and study however you like (including offline from your mobile device with the Revel app). Watch [this video](#) to learn more.

When you're ready, join the publisher's [course materials website](#). If you need help, check out these [Revel student resources](#).

Note that all quizzes, tests, assignments, etc. on Revel are *optional* – they will not count towards your grade – but are nonetheless recommended for practice and to help you study.

Qlicker

Qlicker is a website supporting class interaction that is hosted at Queen's University at <https://qlicker.queensu.ca>. You will use your Queen's Single Sign-On with this website to provide your participation responses (use code 6GSFPQ to register with this course). You will use this website for many of your participation responses; your responses never leave university servers.

Privacy

Be aware that your independent use of the website(s), programs, and/or application(s) used in this course, *beyond what is required*, is subject to their terms of use and privacy policy. You are encouraged to review the applicable privacy statements before using the site. Please see below.

Accessibility: Queen's University is committed to developing courses that are accessible. The Course OnQ website was designed using the [Queen's Accessibility Guidelines for OnQ](#). The course eText by Pearson, as well as the Revel website, were also designed to modern Accessibility standards. Students are encouraged to read about [Pearson Accessibility Information](#) and [Revel Accessibility Information](#).

Notice of Recording

Classes will be delivered in this course in person, but may be recorded with video and audio. The recordings could incidentally capture your name, image or voice through the video and audio recordings. By attending these classes, you are consenting to the collection of this information for the purposes of administering this and future deliveries of the PSYC271 course. If you are concerned about this possible capture of your identity in the class, please contact the course instructor to discuss possible solutions.

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](#).

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.

Communication

Questions about the Course and Contacting the Teaching Team

The teaching team's contact information can be found on the course homepage on OnQ. Our team consists of a course instructor, head TA, support TAs, and Accommodations Officer. If you need help with a question, please consult the table below about who to contact:

I have a question about...	Get an answer by...
<ul style="list-style-type: none">• Academic consideration• Deferred exam requests• Accommodations issues	<ul style="list-style-type: none">• Emailing psyc.accom@queensu.ca
<ul style="list-style-type: none">• Clarification on course content• Lecture material or readings	<ul style="list-style-type: none">• Asking in class• Speaking with Dr. Poppenk before or after class• Searching the OnQ discussion forum, then posting; <i>or</i>• Attending office hours
<ul style="list-style-type: none">• Clarifications on grading policies• Feedback on performance• Contesting a grade	<ul style="list-style-type: none">• Speaking with Dr. Poppenk before or after class• Attending office hours, <i>or</i>• Emailing your Head TA
<ul style="list-style-type: none">• Other administrative queries• Contesting a grade• Technical issues with course software or online platforms	<ul style="list-style-type: none">• Emailing your Head TA
<ul style="list-style-type: none">• Any sensitive or personal issues still not resolved after speaking with the Accommodations Officer or Head TA.	<ul style="list-style-type: none">• Speaking with Dr. Poppenk before or after class• Dr. Poppenk by email

When sending email, to ensure you receive a reply, please observe the following rules when submitting a question:

- Use your Queen's email account.
- Place "PSYC 271" in the subject line.
- Consult the above table to make sure the correct person receives your message.
- Email should NOT be seen as an alternative to meeting during office hours. Nor should email be used as a mechanism to receive private tutorials (especially prior to tests) or to explain material that was covered in lectures you missed.
- If you do not receive a reply within two business days, please resubmit your question(s), escalating as necessary.
- All communications, whether by email, discussion forum or in person, should maintain professionalism.

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 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.

Assessments

Weighting and Alignment with Course Learning Outcomes (CLOs)

Assessment	Alignment with CLOs	Weighting
Participation: in-class quizzes	All	5%
Participation: in-class writing	All	5%
Midterm Exam 1	1-3	20%
Midterm Exam 2	4-6	20%
Mind-map Unit 2	4-6	7.5%
Mind-map Unit 3	All	7.5%
Final exam	All	35%
Total		100%

Descriptions of Learning Activities and Assessments

Midterm exam 1: Chapters 1-3 (multiple choice, FITB, short answer)

Midterm exam 2: Chapters 4-6 (multiple choice, FITB, short answer)

Mind-map Assignment: Take-home assignment: hand-drawn notes and reflection (rubic below)

Final exam: Chapters 7, 8, 11 (multiple choice, FITB, short answer) Chapters 1-8, 11 (integrative short answer)

Participation: see below.

Mind-maps

Before midterm 1, we will practice generation of a graphical "mind-map" as a study aid to help you visually organize ideas described in the course. For midterms 2 and 3, you will create a more detailed mind-map, along with a personal reflection, as a graded take-home assignment. For each mind-map, the requirements will be as follows:

1. Create a mind-map (hand-drawn on paper) covering one of the chapters from the unit. You may select material from lecture, your textbook, or both. Write your name and student number at the top of each page.

2. Cover at least 10 distinct concepts with at least 3 hierarchical levels (e.g., neuroimaging > DTI > white-matter connectivity). If you find the technique helpful, you're of course welcome to include as much material as you want. Nodes must be visually connected.
3. On your map, mark at least two nodes or links where you found the material confusing (use a question mark).
4. Also on paper, hand-write several short responses:
 - A1 & A2: For any two confusion annotations, add a hand-written note about what made it confusing, along with a strategy for helping it make sense (e.g., "I drew arrows to show the flow of action potentials", or "I found a helpful instructive graphic @ URL").
 - B: Which relationship did you find the most difficult to place in the map, and why?
 - C: Pick one surprising or non-obvious feature of your map and explain it.
5. Keep a photo or photocopy available for your own study purposes, as originals will be collected.

You may discuss strategies and compare approaches with classmates, but your submitted mind-maps and reflections must be your own work. The act of organizing content in this way is intended to help you develop your own learning strategies, and copying another student's work product undermines your own learning. Similar layouts are allowed as you are marking up the same material as others, but near-identical submissions will not be accepted. Your work must be in your own words and grounded in your personal learning experience.

Please do not count on grading to validate your mind-maps: TAs will provide a point score for accuracy, but they won't be able to exhaustively verify the entire contents or make detailed corrections. The rubric is as follows (maximum 10 points):

Organization (3)	- Map is legible and not cluttered. - Map is logically arranged - Hierarchical or branching structure is clear
Accuracy (3)	- No errors or misunderstandings - No vague annotations or links
Confusion annotations (2)	- Clear explanation of confusion and resolution (1 mark ea. for two points of confusion)
Surprising link (1)	- Surprising or non-obvious relationship in map that resonated with you - Clear explanation of what made it interesting
Troublesome placement (1)	- Clear explanation of a node that doesn't fit well and why

Note: grade will be prorated if material is missing (e.g., scored at 50% if only 5 of the minimum required 10 concepts are covered). There will be no penalty (or bonus) for mind-mapping in excess of the minimum, though it is encouraged if you're finding maps helpful as a study tool.

Late submission: Your mind-map assignments are intended to help scaffold your learning, so you should do all you can to complete and submit them by the due date (midterm 2 / final day of class). However, they are accepted late, with penalties regulated per standard assignment policies. See :

Participation

In-class participation is designed to provide you with practice and reinforcement in retrieving and applying course concepts. It will take two forms: in-class quizzes, and in-class activities. You will obtain 0.5% for each participation per in-class “super-quiz” you complete, up to a cap of 5% (all quizzes will be unmarked). However, there will be eight such super-quizzes, thereby allowing you to miss three without any impact to your grade.

You will also obtain 2.5% in total for each in-class activity you complete, up to a cap of 5%. However, there will be three such activities, thereby allowing you to miss one with no impact to your grade.

Between the two caps, there will be a total participation mark of 10%. Note that participation does NOT have make-up dates. This is because of the interactive nature of the participation. Instead, academic considerations are accommodated by allowing for multiple missed activities, as described.

Proctored Exams

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](#). Students are expected to write any deferred finals during the official deferred period, which is tentatively set for January 9-12 (as scheduled by the Registrar).

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

Midterms

Deferred midterm dates are available when required by an accommodation or academic consideration. Please contact psyc.accom@queensu.ca. If you are unable to attend a deferred exam date, the midterm exam weight will be reallocated to the final.

Assignment Submission Policy

Mind-maps have a built-in three-day grace period, which aligns with the Faculty of Arts and Science's policy for Academic Considerations. If you have extenuating circumstances when a submission is due, and these circumstances will last up to three (3) days, you can use the grace period without applying for formal Academic Considerations through the Portal. The grace period is automatically applied to papers submitted up to three (3) days late. However, if your circumstances will last more than three (3) days and you have documentation, please use the Academic Considerations Portal.

Students with letters of accommodation should, if possible, confirm the implementation of their accommodations prior to the listed due date. Please see the "Accommodations for Disabilities" section of this syllabus for more information.

Late assignments beyond the grace period (without long-term Considerations or Accommodations) for the papers and without approved Considerations or Accommodations for the Discussions and Quizzes will be penalized 5% per day (or part thereof) that it is late, including weekends, unless arrangements have been made.

Mind maps must be physically delivered to a TA (or in-class), but late submissions may be time-stamped with an emailed submission to your TA before delivery to your head TA's mailbox. No mind-maps will be accepted beyond the date of the final exam; if this accommodation is required, the mark will be reweighted to the final. Please see the Academic Considerations for Students with Extenuating Circumstances and Accommodations for Disabilities sections of the syllabus for more information.

Policy Review of Graded Work

Requests for assignment regrading may be made to your TA a minimum of 24 hours after you have reviewed the marked copy of your assignment, but no more than 10 days later. Be sure to read your TA's feedback carefully before you submit a review of graded work. To request that your assignment be reviewed, please include the following in your email:

- Your name, student number, and TA's name.
- The number corresponding to the disputed question.
- Your reason for the request:
 - The specific aspects of your assignment or response that you believe were not sufficiently awarded.
 - 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.

If a review of graded work results in only a slightly different final grade, the original grade will stand. Should we find an error where marks were not assigned when they should have been or were missed in adding up the total score or were added up incorrectly resulting in a higher score than earned, the grade will be changed so that it is accurate. Grades would only increase or decrease if there was evidence of an error in marking, not simply because the regrader interprets or applies the rubric slightly differently than the original grader.

Participant Pool Information

Students in this course have the option of volunteering in psychological research conducted by faculty and advanced students in the Psychology Department. For every half hour of research completed, you can increase your final mark in this course by 0.5% up to a maximum of 3%. 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 [Departmental Participant Pool website](#).

Although participation is not a requirement, we do consider it to be an integral part of the course and encourage students to participate. Students gain valuable direct experience in methods of psychological investigation and contribute to research.

Each study has been reviewed in detail and cleared by the Department's Ethics Review Committee. Nevertheless, you may decline to participate, for any reason at all, in any study for which you sign up. You may also direct any ethical concerns to the researcher or Participant Pool Officer.

At the conclusion of each study in which you participate, you should be provided with information about the purpose of the study and other relevant details. The idea is to ensure that your participation will benefit your education, as well as add to the fund of knowledge in psychology. You are encouraged to ask questions about the research in order that you understand fully why the study is being conducted, and what your role is, as a participant.

How to sign up for studies

We use the website [Sona](#) for the participant pool. All students will be activated in the participant pool in the 3rd week of classes. 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.

If you are in multiple 2nd year Psychology courses that use the participant pool, you must assign your credits to a particular course. For example, if you are in PSYC 271 you can have 3 credits assigned to it. If you have 4 credits assigned to that course, the extra credit won't count unless it's applied to another course. If you have credits assigned to the incorrect courses, please contact participant.pool@queensu.ca. The final day you can request a credit reassignment is the final day of class.

Signing up for studies is done through the Sona site directly: [CLICK HERE](#)

What if I don't want 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.

Off-Campus Students

Off-campus students: please note that you can participate in online studies and researchers who offer these studies also offer online alternative assignments.

What if I can't make a research appointment?

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.

Who should I contact for help?

*Note: 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.

Policies

Class Attendance

Your presence and participation in class contributes to the knowledge and skills that you will develop throughout this course. Queen's expects 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 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.

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>

Our Psychology Accommodations Officer can provide further assistance and may be contacted by email at psyc.accom@queensu.ca.

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 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.

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

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

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.

Statements for 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.

SASS

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

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