

## General Course Information

Course: PSYC 370

Course title: Brain and Behaviour II

Pre-requisites: Prerequisite [PSYC 271](#)/3.0 or (Level 3 or above and registration in a BIOL or LISC Plan). Recommended [PSYC 100](#)/6.0.

Semester and year: Fall 2025

Number of credits: 3 Units

Learning hours: 120

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

## Course Description

This course examines the relationship between brain and behaviour. The first part of the course examines topics relevant to brain plasticity, including neurodevelopment, brain damage and learning and memory; followed by sections on the biopsychology of motivation that cover the neural mechanisms of eating, addiction, sexual behaviour and sleep. The final section deals with disorders of cognition and emotion, including stress and psychiatric disorders.

Psychology 370 is a course designed to continue your exploration of the field of Biopsychology. It primarily focuses on the underlying neural mechanisms of some of the most interesting and complex human behaviours. From how the brain develops, to our basic motivations, to how catastrophically the brain can fail us, this course delves into many different aspects of brain and behaviour.

Queen's University's Department of Psychology has a long history of impressive research in the field of biopsychology. From labs looking at neuroendocrinology and the neurobiology of anxiety to investigating cognition in psychological disorders, many researchers in the Department are tackling important biopsychological questions through different techniques and perspectives, and more information can be found on the [Department of Psychology website](#) as well as through spotlights throughout the course.

## Course Author

Dr. Monica Valsangkar-Smyth

## Initial Development Date

Fall 2022

## Course Learning Outcomes

1. Outline the primary stages of neural development in humans;
2. Describe the process of neuroplasticity and how it relates to learning;
3. Summarize current theories on the biopsychology of eating, sleeping, sexual behaviour, and drug addiction;
4. Evaluate research findings relating to the biopsychology of motivation, cognition, and emotion; and
5. Relate principles of biopsychology to an understanding of psychiatric disorders.

## University Operating Dates

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

## Course Timeline

The Course Timeline shows all relevant course dates, including assessments, as well as links to other important course information. As dates may change, you should consult the Timeline each time you log in to the course. Students can access all the modules notes, assessments and Final Exam Information through the Course Timeline.

Please note, some students may see an onQ Calendar for their course. However, the onQ calendar does not display all dates associated with your course assignments. For complete information on all of your assignments in this course and the start and close dates, please refer to the **Course Timeline**.

If there are discrepancies between dates in the course onQ site, the Timeline will be considered accurate.

All times are in Kingston time (Eastern Time).

## Land Acknowledgement

Queen's University is situated on traditional Anishinaabe and Haudenosaunee Territory. 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 – people 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 Peoples from other Nations across Turtle Island present here today.

# 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.

## *Commitment Statement*

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.

## 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 Textbook

Available from the [Queen's Campus Bookstore](#):

- *Biopsychology*, 11th Edition, by John P.J. Pinel and S.J. Barnes with REVEL access. As per Pearson's digital first campaign, there will be no physical copies in the bookstore. Cost: \$95.99

I often have students asking whether the 10<sup>th</sup> edition or the 9<sup>th</sup> edition of the textbook will be okay to use. As there is a lot of new research in this latest edition, it is really up to individual students whether they choose to use an older version, knowing they will be missing out on some information that could be tested on the quizzes or final exam. Also, previous versions of the textbook may use outdated and harmful terminology, so I strongly recommend using the 11th edition.

This course uses a Pearson digital product (REVEL) which contains resources used throughout the semester. The required link below is unique to this course. Here is how to register:

#### **How to access the REVEL materials:**

#### **For students who do NOT have a copy of Pinel and Barnes Biopsychology 11th edition:**

1. Please purchase the textbook with REVEL access through the link on the Campus Bookstore.

<https://campusebookstore.com/link/?id=7e21eb50-c676-4300-983a-c9dfa92e2ae4>

1. Go to <https://console.pearson.com/enrollment/xtay0i>
2. Sign in to your Pearson Account or create one.
3. Follow the onscreen instructions to redeem your access code. Choose your course under 'My Courses' and choose an access option. It is recommended that you purchase an access code from your campus bookstore for redemption here. Queen's Campus Bookstore is a non-profit organization, and provides the best value to students. Purchasing instant access in REVEL may result in extra fees associated with currency exchange. There is also a free trial if you are waiting for financial aid.

#### **For students who have a copy of Pinel and Barnes Biopsychology 11th edition e-text from PSYC 271 (No REVEL access):**

Pearson will be providing codes so that students are able to access all of the REVEL materials (study aids). To receive a code you must email Kristen Grebenc ([kristen.grebenc@pearson.com](mailto:kristen.grebenc@pearson.com)) a copy of your proof of purchase. This could be in the form of a receipt or email confirmation from the Campus Bookstore. If you can't locate your proof of purchase, please provide the email/username of your Pearson account. Once she has provided an access code:

1. Go to <https://console.pearson.com/enrollment/xtay0i>

2. Sign in to your Pearson Account or create one.
3. Follow the onscreen instructions to redeem your access code.

**For students who have a copy of Pinel and Barnes Biopsychology 11th edition e-text from PSYC 271 but access has expired:**

Pearson will be providing codes so that students whose access has expired will not have to pay twice for the same e-text. To receive a code you must email Kristen Grenbec (kristen.grebenc@pearson.com) a copy of your proof of purchase. This could be in the form of a receipt or email confirmation from the Campus Bookstore. If you can't locate your proof of purchase, please provide the email/username of your Pearson account. Once she has provided an access code:

1. Go to <https://console.pearson.com/enrollment/xtay0i>
2. Sign in to your Pearson Account or create one.
3. Follow the onscreen instructions to redeem your access code.

One of the important changes to this newest edition of the textbook is that embedded within the text are a number of videos and simulations. So, as you are reading through a particular section in the physical copy of the text, you may come across a video that will need be accessed through REVEL. Please note, you will need to make sure pop-ups are allowed in order for the multimedia to work properly.

If you have problems accessing REVEL or trouble viewing the videos/simulations on the site, **please** contact the REVEL website administrators directly through the help button, rather than emailing myself or the TAs. They have the ability to address your issues much better than we do, and so we will always redirect your questions back to them.

### **Optional Practice - REVEL Chapter Quizzes**

REVEL includes a number of chapter quizzes which can be used as a study tool and provide practice with multiple-choice questions as you prepare for your final exam. Please note, however, that the Revel multiple-choice quizzes may be easier than those on the final exam. In addition, the Revel quizzes are structured to only have 4 response choices within each question, whereas the final exam for this course will include 5 response choices for each question, also making the MC questions slightly more difficult. **THESE QUIZZES ARE NOT REQUIRED AND DO NOT CONTRIBUTE TO YOUR GRADE IN THE COURSE.** They are different from the Module Quizzes found through OnQ which are a required component of the course.

You will see when you login to Revel that there are a series of "assignments" (i.e., Quizzes) for Chapters 9-15, and 17-18 which are associated with each of the Course Modules. These assignments have due dates that have been set for January 2026 (after the course has ended) so you can complete the Revel assignments (i.e., Quizzes) at any time. PLEASE NOTE: these assignments have been created to allow access to all the

activities and quizzes; they are **NOT** in fact "real assignments" that will be included in your final grade. Again, they are available for you to use as study tools to foster your learning, test your knowledge of important concepts, and an opportunity for you to practice answering MC questions. While these quizzes are not a required or graded component of the course, they are **STRONGLY recommended**. The material is available immediately and will remain available for a year (in case any students need to write a make-up exam after the course is over).

## Educational Technologies

This course makes use of Pearson REVEL as part of your textbook.

All other required and recommended materials will be available through onQ.

## Privacy Statement for Third-Party Software

Be aware that you will be leaving onQ when you log into REVEL. Your independent use of this site, beyond what is required for the course (for example, purchasing the company's products), is subject to Pearson's terms of use and privacy policy.

You are encouraged to review the applicable privacy statements before using the site:

Pearson REVEL: <https://www.pearson.com/ca/en/legal/privacy-statement.html>

## 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.

## Netiquette/Discussion Guidelines

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.

## Suggested Time Commitment

To complete the readings, assignments, and course activities, students can expect to spend on average, about **10** hours per week on the course.

## Course Announcements

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

## Suggested Time Commitment

In this course, you should expect to invest on average 10 to 12 hours per week. This will include the time you spend studying course material, practicing course objectives, and participating in course activities and assessments. You are encouraged to adhere to a pre-determined study schedule as you will be more likely to complete the course on time successfully.

## Course Questions and Contacting the Teaching Team

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 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 48 hours, except on weekends and holidays.

Any other questions that you would prefer to share privately, please contact me or your TA. This might include specific questions about an assessment you are working on (for example if something could be included in your essay), or questions about academic accommodations or considerations.

The teaching team contact information is located on the Homepage of the course (see "[Teaching Team](#)"). Please note that emails will NOT be answered on the weekends, holidays or evenings.

## 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, 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.

## Alignment of Assessments with Learning Outcomes

Course Assessment	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Discussion Activity	X	X		X	
Essay Assignment		X	X	X	
Presentation Assignment - Brain Disorders/Brain Damage		X		X	
Module Quizzes	X	X	X	X	X
Final Proctored Exam	X	X	X	X	X

## Weighting of Assessments

<b>Assessment</b>	<b>Weight</b>
Discussion Activity	2.5%
Essay Assignment	17.5%
Presentation Assignment - Brain Disorders/Damage	25%
Module Quizzes (7 of 9)	5%
Final Proctored Exam	50%

## **Descriptions of Learning Activities and Assessments**

### **Discussion Activity**

You will be required to submit an answer to a discussion question via the discussion forum. This discussion question is an opportunity to provide your own viewpoint on a specific real-life scenario, based on key information and principles from biopsychology.

For more details, please consult the Course Timeline.

### **Essay - Stress Management**

This course includes one written essay assignment where you will investigate different stress relieving techniques from a biopsychological perspective.

For more details, please consult the Course Timeline.

### **Presentation - Brain Disorders/Brain Damage**

Biopsychology is a rapidly developing field which takes advantage of converging operations. Everyday, new and impactful studies are published that are providing important information about brain damage-its etiology, diagnosis and treatment. For this assessment, you will be assigned a neurological disease/cause of brain damage, and asked to present a pre-recorded presentation on the latest research. The presentation will be done using a voice-over PowerPoint recorded presentation or Google Slide recorded presentation, and posted to the discussion forum for others to watch. You will also participate in an asynchronous Q & A period by asking questions about each presenter's content, and responding to questions on your own presentation.

**PLEASE NOTE:** You will not be assigned a topic until after the course drop date as the groups may change based on the number of students who drop/add the course. After the drop date, I will include a new thread in the Discussion Forum assigning different topics to each of the 4 students in a group.

For more details, please consult the Course Timeline.

## Module Quizzes

This course includes 9 module quizzes. Your final grade will be based on your highest 7 quizzes. Each quiz will consist of 10 multiple-choice questions based on the weekly material from the textbook, module notes, and any assigned videos. You will have 10 minutes to complete each quiz. Please note that as the questions largely come from a copyrighted testbank, the questions/answers will not be released. So, while you will automatically get a grade, you will not be able to review your quiz. However, if you have specific questions about your quiz, please contact your instructor.

For more details, please consult the Course Timeline.

## Final Exam

The 3-hour final exam will be written during the Exam Period (see Timeline). It will consist of 100 multiple-choice questions, covering the entire course.

For more details, there is a link to the Final Exam Information at the very bottom of the Course Timeline.

## Optional Practice - REVEL Chapter Quizzes

REVEL includes a number of chapter quizzes which can be used as a study tool and provide practice with multiple-choice questions as you prepare for your final exam. Please note, however, that the Revel multiple-choice quizzes may be easier than those on the final exam. In addition, the Revel quizzes are structured to only have 4 response choices within each question, whereas the final exam for this course will include 5 response choices for each question, also making the MC questions slightly more difficult. **THESE QUIZZES ARE NOT REQUIRED AND DO NOT CONTRIBUTE TO YOUR GRADE IN THE COURSE.** They are different from the Module Quizzes found through OnQ which are a required component of the course.

You will see when you login to Revel that there are a series of "assignments" (i.e., Quizzes) for Chapters 9-15, and 17-18 which are associated with each of the Course Modules. These assignments have due dates that have been set for January 2025 (after the course has ended) so you can complete the Revel assignments (i.e., Quizzes) at any time. PLEASE NOTE: these assignments have been created to allow access to all the activities and quizzes; they are **NOT** in fact "real assignments" that will be included in your final grade. Again, they are available for you to use as study tools to foster your learning, test your knowledge of important concepts, and an opportunity for you to practice answering MC questions. While these quizzes are not a required or graded component of the course, they are **STRONGLY recommended**. The material is available immediately and will remain available for a year (in case any students need to write a make-up exam after the course is over).

# Essential Requirements and Flexibility to Succeed

Participating in the peer-review portion of the "Presentation - Brain Disorders/Brain Damage" assignment is an essential component of this course. Recognizing that unexpected barriers may pop up, you are strongly encouraged to meet all the deadlines to fully participate in the assessment (i.e., Part 1, 2, and 3) which scaffold and build upon each other.

There may be a time when you are unable to complete a quiz for personal reasons. While the quizzes are designed to provide you an opportunity to keep up with your readings and get experience with multiple-choice tests, in order to help you to build in flexibility, only your best 7 quizzes (out of 9) will count towards your quiz grade. For more information, see [Academic Regulation 7.2.1](#).

## Late Submission Policy

### Discussion Question

A late penalty of 0.5 marks per day (24 hours) will be deducted for late assignments.

### Essay - Stress Management

A late penalty of 1 mark per 24 hours will be deducted for late assignments (out of 20). Please note that no essays will be accepted after the essays and feedback are returned to students.

### Presentation - Brain Disorders/Brain Damage

A late penalty of 1 mark per day (out of 20) will be deducted for the presentation, and a late penalty of 1 mark per day (out of 2.5) will be deducted for each of the 'Question and Answer' portions of the assessment. Please note that per day refers to 24 hours.

### Module Quizzes

As two of the quizzes will be dropped when calculating the final grade, there will be **NO EXTENSIONS FOR QUIZZES**.

## Proctored Exam

### Exam Centre Location, Eligibility, and Fees

Students enrolled exclusively in online courses may choose one of two options to write this course's proctored assessments:

1. You may choose to write the assessments online under supervision of an online proctoring service. A \$100 fee will be charged to your SOLUS account. This fee is known as the *Off Campus Exam Admin Fee* and is applied in SOLUS at the earlier of: term tuition posting date, or the date at which exam writing method is changed to online. The fee is assessed **once per ASO course with proctored assessments**.
2. You may choose to write the assessments in-person on Queen's campus in Kingston at no additional charge.

Students enrolled in at least one on-campus course are expected to write this course's proctored assessments on-campus during the scheduled exam time. They will not be permitted to write this course's proctored assessments online.

Students were prompted to indicate their preferred exam writing method when enrolling in the course in SOLUS. The exam writing method may be changed by contacting the ASO Exams Team at [aso.exams@queensu.ca](mailto:aso.exams@queensu.ca).

### **Information for students writing online assessments**

Selected assessments in this course will be administered in onQ using online proctoring provided by a third-party, cloud-based service. This proctoring solution was chosen to support our efforts in maintaining academic integrity when online proctoring is required. Queen's has conducted an extensive privacy and security review of the service and has entered into a binding agreement with terms that address the appropriate collection, use and disclosure of personal information in accordance with Ontario's privacy legislation. To learn more about online proctoring, please see the [information provided by the Office of the University Registrar](#).

If you registered to write online with the service, all information pertaining to the technical requirements and preparation for writing online will be posted in onQ well in advance of your exam.

The use of the service as described is unique to courses offered by the Faculty of Arts and Science Online. Other Faculties use online proctoring solutions in different ways under different regulations. Students should contact the appropriate Faculty examination team if they have questions.

### **Timing of Final Examinations**

The exam period 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 to 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 not make 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. Students experiencing extenuating circumstances preventing them from writing their exams as scheduled should review the [information about the Academic Consideration process](#).

## Deferred Exams

Students receiving permission to write a deferred final exam will be expected to write their exam during the Faculty of Arts and Science deferred exam period in early January with exact time, date, and location TBA. 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.

## Policy Review of Graded Work

Requests for assignment regrading may be made to your TA a minimum of 48 hours after you have received 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 original copy of your marked assignment, attached.
- Your reason for the request:
  - o The specific aspects of your assignment that you believe were not sufficiently awarded, referring to the categories of the rubric.
  - o Why you believe that your assignment meets the criteria for a higher mark for each of the categories of the rubric that you indicated above. Please make explicit reference to the detailed descriptions of each category provided in the rubric.

## 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

*Queen's Official Grade Conversion Scale*

Grade	Numerical Course Average (Range)
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

## How to Approach the Material

**PLEASE NOTE:** In order to schedule the assessments evenly across the term, the chapters of the textbook will not be covered in sequential order. Please see the Course Timeline for more details.

The first thing you should do is watch the Welcome Video! It provides an overview of the course and introduces the topics/modules we will be covering in Brain and Behaviour II.

Each module consists of a number of different sources of information including a Module Introduction Powerpoint presentation/video, textbook readings, course notes, and other readings and videos, to provide you with a strong understanding of the topic.

After viewing the Module Introduction video in each module, please read the entire assigned textbook chapter and then review the Course Notes, which provide extra information or a different way of explaining some of the textbook material. The course notes will include some written material as well as videos to explain some topics in more depth, as well as links to other relevant videos/websites.

By using the , textbook, course notes and other readings and videos, I hope it is easier to understand the (sometimes) complicated topics within Biopsychology.

As this is a third-year course, you are expected to bring with you a certain level of knowledge about the brain and its behaviour. You may choose to review some basic neuroanatomy and neurophysiology (found in the earlier chapters of the textbook) before starting to work on the course material.

Throughout the course, as well as the textbook, four major themes are repeated and should be kept in mind when studying the material.

- **Thinking creatively** or thinking in productive, unconventional ways is the cornerstone of science and there are many research examples of this principle in Biopsychology.
- Much of what we have learned about the brain has come from various patient populations, so this course also has strong **clinical implications** that highlight the interplay between brain dysfunction and biopsychology.
- There is also an important **evolutionary perspective** that must be considered in biopsychological research, especially with comparative studies.
- Much of the research covered in Psychology 370 is influenced by principles of **neuroplasticity**: that the brain is a 'plastic' organ that grows and responds to an individual's genes and environment.

There are also two emerging trends that are heavily influencing current biopsychological research:

1. **Thinking about epigenetics** which is the study of all mechanisms of inheritance other than the genetic code and its expression. It largely focusses on the ongoing interactions between your genes and your experiences, and not just for the present generation but also subsequent generations.

2. **Consciousness**-examining different aspects of consciousness, which is defined as the perception or awareness of some aspect of one's self or the world. Some topics of investigation include different states of consciousness after neural dysfunction as well as how some information reaches our consciousness, while other information is filtered out.

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

## 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](#).

Please see the Teaching Team page for all contact information regarding Academic Accommodations and Considerations.

## 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.

## Generative Artificial Intelligence (AI) Tools

### Not permitted

- 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.

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

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

## Turnitin Statement

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments through onQ to Turnitin. In doing so, students' work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarized text in this course. Data from submissions is also collected and analyzed by Turnitin for detecting Artificial Intelligence [\(AI\)-generated text](#). These results are not reported to your instructor at this time but could be in the future.

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

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## 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.