

COURSE DESCRIPTION

Course Instructor

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Course Description

This course is designed to be an introduction to the scientific study of human development, with an emphasis on social, cognitive, and neurobiological processes underlying perceptual, cognitive, and emotional development from infancy to adolescence.

What this course will look like:

This course is designed to be completed in an asynchronous (online) manner.

You will notice that this course follows a modular structure: there is a module for each week of the course. Each week is complete with readings, interactive course notes, videos, non-graded self-check activities, and assessments. Together, these instructional materials will help you work through key concepts and provide you with ample opportunity to refine your skills. At the top of each week, you will find the learning outcomes and all supporting content listed below. You must complete all required tasks for each week.

Textbook Material: Reading the textbook is very important for you to obtain the foundational knowledge that is required for the course and is critical for all assessment components. Please note that you are only responsible for the page numbers listed; other material will not be assessed, although you can certainly read it for interest, or use it in your assignments.

Interactive Course Notes: The interactive course notes are designed to cover the difficult and important topics for the week, and extend upon the current week's material. This extension will consist of discussing other research findings related to the topic (i.e., research not covered in the textbook), as well as discuss the applicability of the material to society as a whole. All content contained in the interactive lesson notes, including the videos, is required for the course and is critical for all assessment components.

COURSE AUTHOR

The course was originally designed by Elizabeth Kelley, Ph.D., Associate Professor and Laura Lambe, Ph.D.

Amendments to the original course material were made by Michele Morningstar, Ph.D., Assistant Professor.

COURSE LEARNING OUTCOMES

After completing PSYC 251, students should be able to:

1. Describe the general course of typical development from conception to late adolescence in the cognitive, linguistic, emotional and social domains to recognize their effect on one another.
2. Compare and contrast the major developmental theories and discuss the strengths and weaknesses of each theory.
3. Discuss the different methods used in developmental psychology research and evaluate how these research methods are dependent upon the theoretical approach of researcher, developmental age of the participants and research question being asked.
4. Recommend ways to promote children's well-being and successful development, based on developmental research and theory.
5. Critically discuss a variety of materials related to child development and effectively communicate ideas to different audiences.
6. Collaborate with peers through problem-based learning activities to explore concepts and research related to child development.

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.

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 about 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

Let us acknowledge that Queen's is situated on traditional Anishinaabe and Haudenosaunee territory. We are grateful to be able to live, learn and play on these lands. To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest

European colonies. It is also to acknowledge this territory's significance for the Indigenous Peoples who lived, and continue to live, upon it and whose practices and spiritualities were tied to the land and continue to develop in relationship to the territory and its other inhabitants today. To read more about the history of the land, see the Queen's Encyclopedia at <http://www.queensu.ca/encyclopedia/t/traditional-territories>.

EQUITY, DIVERSITY, AND INCLUSIVITY STATEMENT

Queen's University recognizes that the values of equity and diversity are vital to and in harmony with its educational mission and standards of excellence. It acknowledges that direct, indirect and systemic discrimination exists within our institutional structures, policies and practices and in our community. These take many forms and work to differentially advantage and disadvantage persons across social identities such as race, ethnicity, disability, gender identity, sexual orientation, faith and socioeconomic status, among other examples. In this class, I will work to promote an anti-discriminatory, anti-racist and accountable environment where everyone feels welcome. Students in this class are encouraged to participate in discussions in forums and Zoom sessions (for office hours), 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 MATERIALS

The following material is available from the Queen's Campus Bookstore.

Required Text:

Siegler, R.S., Saffran, J.R., Graham, S., & Gershoff, E.T. (2024). ***How Children Develop: Canadian 7th Edition***. Worth Publishers: MacMillan Learning.

You may get the textbook, looseleaf, or e-book version. Please note: The Launchpad/Acquire programme is not required!

The estimated cost is \$160.00 for the hard-cover copy, or \$110.00 for the e-book version, acquired via the campus bookstore (estimate for Winter 2025). The textbook is also available on Course Reserves from the Queen's Library.

Please also note that the 7th edition is the required text for this class. In the event of exceptional circumstances, the 6th or 5th edition may be used as an alternative (though this is not recommended). However, students should NOT purchase the 4th edition. If you choose to use the 6th or 5th edition text, the page numbers listed in each Module Overview will not match the page numbers of your textbook. Therefore, if you are using the 6th or 5th edition, please reference the page numbers located in this document instead: PSYC 251 Previous Editions' Textbook Page Numbers.

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.

EDUCATIONAL TECHNOLOGIES

This course makes use of Zoom for synchronous (optional) office hours.

Please follow these instructions for accessing Zoom:

Getting started with Zoom.

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 Zoom. Your independent use of this site, beyond what is required for the course (for example, purchasing the company's products), is subject to Zoom's terms of use and privacy policy.

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

Zoom: <https://explore.zoom.us/en/privacy/>

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.

SUGGESTED TIME COMMITMENT

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

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.

QUESTIONS ABOUT THE COURSE AND CONTACTING THE TEACHING TEAM

The teaching team contact information is located on the Homepage of the course (see “Teaching Team”).

For general questions about the course, please post to the Course Questions Forum (located in a drop-down menu under “Help”, on the upper navigation bar). Feel free to help answer your peers’ questions on this forum. Most questions posted here are answered within 24 hours.

Office hours: Prof. Morningstar will hold weekly virtual office hours (on Zoom) on Tuesdays from 12PM-1PM, during which she will answer questions about the course and review the instructions for upcoming assignments. The link to the Zoom room for office hours is available under Activities > Zoom Sessions. Recordings of these office hours will be posted within the next 24 hours to OnQ. (If you have a private matter to discuss, please email Prof. Morningstar directly to set up a non-recorded meeting.) Please also feel free to reach out for Prof. Morningstar to set up an alternative meeting time, should you not be able to attend office hours.

When to contact the teaching assistants: You should contact the teaching team (psyc251@queensu.ca) when you have any questions about the design of the course, the requirements, the logistics etc. Please note that the team is not required to answer your question if it has been directly addressed in the syllabus, course announcements, or in the Course Questions Forum.

When to contact the Accommodations Assistant: If you have any questions regarding the implementation of your accommodations in this course OR if you are requesting an extension on assignments, please contact Tara Karasewich (Accommodations Assistant) at the following e-mail: psyc.accom@queensu.ca

When to contact your instructor: Your instructor is always available to support you and guide you through the semester. You should contact your instructor (michele.morningstar@queensu.ca) if you have any questions about the content of the course - that is, if you don’t understand a certain concept, or if you need to have a more detailed conversation.

Please use your Queen's email when contacting the Teaching Team.

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.

VIRTUAL MEETINGS

The use of cameras is optional but encouraged during online synchronous sessions (e.g., office hours). The Zoom Chat function is available to all students. In fact, all students are encouraged to use the chat to ask questions and communicate amongst yourselves regarding session material. However, the Zoom Chat is intended strictly for questions and dialogues pertaining to course material.

NOTICE OF RECORDING

Synchronous (live) office hours will be delivered in this course through Zoom, a video conferencing platform supported by the University. Steps have been taken by the University to configure these platforms in a secure manner. Office hour sessions will be recorded with video and audio (and, in some cases, transcription) and will be made available to students in the course for the duration of the term. The recordings may capture your name, image, or voice through the video and audio recordings. By attending these live sessions, you are consenting to the collection of this information for the purposes of administering the class and associated coursework.

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.

WEIGHTING OF ASSESSMENTS AND ALIGNMENT WITH LEARNING OUTCOMES

This is how your final mark will be determined in the course. Please refer to the Course Timeline for due dates.

Assessment	Weight	Alignment with Learning Outcomes
Discussion Forums (x2 @ 10%)	20%	1, 2, 5, 6
Essay (Best grade of 1 of 2 possible essays)	20%	1, 2, 3, 4, 5
Midterm Exam	20%	1, 2, 3, 4
Take-home Final Exam	40%	1, 2, 3, 4, 5
Bonus Mark - Volunteer Research Participation	2%	

DESCRIPTIONS OF LEARNING ACTIVITIES AND ASSESSMENTS

Discussion Forums

There are two discussion forum activities in this course. Each discussion activity will require you to post an 'initial post' and a 'reply post'. The discussions will allow you to interact with your peers to explore key topics, perspectives, and applications of concepts to real-world practice. More information about each discussion forum can be found in the Course Timeline.

Essays (best 1 of 2)

Throughout the term, students will have the opportunity to complete two different essays. Students are *strongly* encouraged to complete both essays. However, the essay with the higher grade will be the only one to count toward the final mark. These essays are designed to encourage you to relate

the material to you personally or to the world at large. Only information from the textbook, interactive lesson notes, and video content can be used as source material. The essays will be submitted to Turnitin which will be embedded into OnQ. More information about each essay can be found in the Course Timeline.

Midterm Exam

You will complete your midterm exam using the onQ quiz tool. The midterm will consist of 80 multiple choice questions. You will have 1.5 hours to complete your exam. The midterm exam will cover all content covered from Week 1 through Week 6, including all textbook readings, all content covered in the interactive course notes, and all videos covered in the interactive course notes. The vast majority of the questions will be designed to test at the conceptual level, with some applied and some factual questions.

Note: If you are unable to write the midterm exam, you do not need to provide any documentation. You are simply required to let the Teaching Team know (at psyc251@queensu.ca) that you wish to write the make-up midterm, before the deadline specified in the Timeline.

The dates for the makeup midterm exam are found in the Timeline.

Take-home Final Exam

The take-home final exam will be completed during the exam period. The exam will consist of 3 written essay questions which you will receive ahead of time during Week 12 of the semester. You will write a response for 2 of 3 essay questions (approximately 5 pages for each question). You will have two weeks to write and submit your essays. The due date for the final exam is found in the Timeline.

ESSENTIAL REQUIREMENTS AND FLEXIBILITY TO SUCCEED

There may be a time when you are unable to complete an assignment or exam for personal reasons. To build in some flexibility for all students,

- only your best essay (of 2) will count towards your final grade in the course.
- discussion posts (original posts and replies), essays, and the final exam will have a 3-day grace period. That is, your assignments are due on the due date in OnQ but will be accepted, without penalty, up to 72 hours afterwards. Assignment dropboxes will close 72 hours after the published deadline and assignments not submitted by that time will receive a '0'. The hard deadline (after the grace period ends) is a firm deadline. See Timeline for deadlines and hard deadlines.
- You are permitted to write a make-up midterm, if you cannot write the first midterm or hope to improve your grade on the first midterm. To do so, you must alert the Teaching Team (at psyc251@queensu.ca) by 9AM on February 24. Should you write both the midterm and make-up midterm, the highest of the two grades will count towards your final grade in the course.

These universal design features preclude your need to use the Faculty's Request for Academic Consideration without documentation portal. Should you have a documented request for more than 72 hours, please do submit a request for long-term considerations. You can do so via the widget for

Considerations on the Course Homepage.

Students receiving permission to write a deferred final exam will be expected to come to campus to write their exam (time and location TBA). Requests for individualized deferred exam dates cannot be accommodated.

All students must complete the midterm, a minimum of 1 discussion post and reply, and a minimum of 1 essay to ensure that they have gained sufficient practice to deeply learn the concepts in this course. See Reg. 7.2.1 linked here.

LATE ASSIGNMENT SUBMISSION POLICY

Discussion Forum Activities, Essay Assignments, and Take-home Final Exam:

Grace Periods

The deadline for discussion forum activities, essay assignments, and the take-home final exam can be extended by a 72-hour grace period, should you be experiencing extenuating circumstances. This approach is part of Universal Design and is offered in good faith; this means that you do not need to email your TAs/instructor or provide documentation about your extenuating circumstances. The hard deadline for all assignments is therefore 72 hours after the posted deadline. Assignments submitted after the hard deadline **will not** be considered, unless you have submitted relevant documentation (about extenuating circumstances that extend beyond 72 hours) and have requested an additional extension *before the hard deadline*. To request an extension (with supporting documentation) beyond 72 hours, please contact Tara Karasewich (Accommodations Assistant) at the following e-mail: psyc.accom@queensu.ca. **Students are strongly encouraged to plan to submit their work by the posted deadline.**

(<https://www.queensu.ca/artsci/undergrad-students/academic-consideration-for-students>).

Midterm Exam:

Note: If you are unable to write the midterm exam, you do not need to provide any documentation. You are simply required to let the Teaching Team know (at psyc251@queensu.ca) that you wish to write the make-up midterm. Please let psyc251@queensu.ca know by **February 24 at 9 AM** to ensure you have access to your makeup exam.

The makeup midterm exam will be held on **Thursday, February 27**. If you elect to write both the midterm and the makeup midterm, the highest of your two grades will count towards your final course grade.

POLICY REGARDING REMARKING

If you would like to request a regrade of any written assignment, please go to "Activities" and select "Regrade Request." You will be taken to a form to complete, and you will be asked to submit this form along with the written assignment you submitted, complete with highlights and notes detailing the issue. You will be able to submit a regrade request within 72 hours of the grade being posted;

any requests received after the 72-hour deadline will not be reviewed or considered. Please note that grades are rarely changed, as we use rubrics in a consistent manner to ensure fairness across all students in the course.

PARTICIPANT POOL (VOLUNTEER RESEARCH PARTICIPATION)

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 2%. 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 by the 3rd week of the term. If you have previously used the participant pool, you will use the same userid and password that you used previously. If you are new to the participant pool, you will receive an email with your login information by the 3rd week of class.

During the first week of the semester, you will be emailed a link to an online prescreening questionnaire that will be due by the end of the Add/Drop period (second Friday of the term). 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 Psyc courses that use the participant pool, you must assign your credits to a particular course. For example, if you are in PSYC 251 you can have 2 credits assigned to it. If you have 3 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 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, prescreening) should be directed to the participant pool coordinator at participant.pool@queensu.ca.

GRADING SCHEME AND METHOD

The Psychology Grading Policy, “mixed-marking method,” is outlined on the following webpage:
<https://www.queensu.ca/psychology/undergraduate/current-students/departmental-policies/grading-policy>

A full list of Departmental Policies can be found at:

<https://www.queensu.ca/psychology/undergraduate/current-students/departmental-policies>

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

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.

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

Instructor/Course Coordinator Name: Tara Karasewich

Instructor/Course Coordinator email address: psyc.accom@queensu.ca

ACADEMIC INTEGRITY

Queen's University is dedicated to creating a scholarly community free to explore a range of ideas, to build and advance knowledge, and to share the ideas and knowledge that emerge from a range of intellectual pursuits. Queen's students, faculty, administrators and staff therefore all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility and by the quality of courage. These values and qualities are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University.

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

1. **Honesty:** Academic communities of integrity advance the quest for truth and knowledge through intellectual and personal honesty in learning, teaching, research, and service.
2. **Trust:** Academic communities of integrity both foster and rely upon climates of mutual trust. Climates of trust encourage and support the free exchange of ideas which in turn allows scholarly inquiry to reach its fullest potential.

3. **Fairness:** Academic communities of integrity establish clear and transparent expectations, standards, and practices to support fairness in the interactions of students, faculty, and administrators.
4. **Respect:** Academic communities of integrity value the interactive, cooperative, participatory nature of learning. They honor, value, and consider diverse opinions and ideas.
5. **Responsibility:** Academic communities of integrity rest upon foundations of personal accountability coupled with the willingness of individuals and groups to lead by example, uphold mutually agreed-upon standards, and take action when they encounter wrongdoing.
6. **Courage:** To develop and sustain communities of integrity, it takes more than simply believing in the fundamental values. Translating the values from talking points into action -- standing up for them in the face of pressure and adversity -- requires determination, commitment, and courage.

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

Please note that we have had issues in the past with unintended plagiarism in this course. Regardless of how and where you retrieve information, the principles of academic integrity apply. Please visit this helpful Queen's page as well to help you make sure that you are able to write things in your own words:

- <https://sass.queensu.ca/resources/online/academic-integrity>

TURNITIN STATEMENT

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

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

Please read Turnitin's Privacy Policy, Acceptable Use Policy and End-User License Agreement, which govern users' relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen's Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes.

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TECHNOLOGY REQUIREMENTS

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

Computer Specifications	Supported Browsers	Internet Connection
<ul style="list-style-type: none"> Windows 8.1 or newer OS X 10.13 (High Sierra) or newer Dual Core 2 GHz processor 4 GB RAM Soundcard USB headset Webcam 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Wired high speed access: Cable or better Wifi is not recommended A minimum download speed of 10 Mbps and up to 20 Mbps for multimedia is recommended Click here for an Internet speed test
Java	Media Player	Adobe Reader
<ul style="list-style-type: none"> Latest version 	<ul style="list-style-type: none"> HTML5 compatible 	<ul style="list-style-type: none"> Latest Version

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.