PSYC 271 Brain...   HD   Hans Dringenberg

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Syllabus

Course Description

An introduction to behavioural neuroscience. The course primarily focuses on the basics of neuronal operation, functional neuroanatomy, neuropharmacology, and behavioral neuroscience 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.

Prerequisite: PSYC 100/6.0.

What this course will look like:

You will notice that this course follows a modular structure in which you will find 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 it. You must complete all required tasks for each week.

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. Videos labelled as "optional" will not be used for assessment purposes.

Course Video Library:

As mentioned above, all videos within the interactive course notes are a required component of this course. All content contained within the videos is critical for all assessment components. As an additional study tool, we have created a comprehensive list of all course videos, organized by module. You can locate the Course Video Library by navigating to the top navigation bar on your onQ course home page under "modules".

Live Zoom Sessions:

This course includes three optional live Zoom sessions. While participation is not required, you are encouraged to attend, as the sessions provide opportunities to discuss difficult concepts, ask any questions you may have, and

review for the final exam. Dates and times for each Zoom session are listed in Course Timeline. If you are not able to attend a session, you may post your questions ahead of time to the **Live Zoom Session Questions Forum** to ensure they are answered during the session. The recordings of all the sessions will be posted on the page after they are over.

Course Author

Hans C. Dringenberg, Ph.D.

Initial Development Date

Spring 2021

Topics

This course includes 11 modules, each comprised of a collection of readings, narrated PowerPoints, videos, and podcast commentaries on topics related to Theatre and Pop Culture.

This course is not self-paced. It progresses week-by-week. Each module includes some completion tasks that are due weekly. Some modules also include discussion forums that have specific due dates so please keep a close eye on the course timeline.

Periodically, we will schedule live zoom drop-in discussion sessions for anyone interested in digging a little deeper into course concepts and/or asking questions about our core assignment, the Pop Culture Analysis Assignment. Attendance at these is not strictly required as the sessions will be recorded and posted to onQ.

Here is a list of the topics covered in this course:

MODULE 1 – Introducing Theatre and Pop Culture

MODULE 2 – Identifying Theatricality

MODULE 3 – Performing Authenticity

MODULE 4 – Drag and the Theatricalization of Gender

MODULE 5 – The Analysis Project

MODULE 6 – Musicals as Happiness Machines

MODULE 7 – Interrogating Representation

MODULE 8 – Liveness and the Art of Failure

MODULE 9 – Theatricality in Pop Music

MODULE 10 – TikTok Dances and Other Social Media Performances

MODULE 11 – Case Study: the Work of Kent Monkman

Course Learning Outcomes

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. Relate motor system function to sensory processing in humans.

University Operating Dates

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

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.

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 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 and whose practices and spiritualities were tied to the land and continue to develop in relationship to the territory and its other inhabitants today.

Acknowledging the land and its caretakers is also about recognizing that we are only temporary visitors to this place. These lands existed long before us and will continue to exist long after we are gone. We are grateful to be able to work and play on these lands, and it is due in no small part to the stewardship of those who came before us.

But it's one thing to express our gratitude in simple words and passing acknowledgments. It's another to genuinely reflect upon our own relationship to these lands and our responsibilities to them as part of the continuum of inhabitants who have been fortunate enough to be here. What is our responsibility to this place and the many living creatures that inhabit it in the present moment, and how might our actions affect this place and the countless inhabitants it will support in the future?

It is also important to know that this territory (originally called Katarokwi) 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 people from other Nations across Turtle Island present here today.

For more about the traditional territories that comprise what is today called Kingston, and for more about why land acknowledgements matter, please visit the Office of Indigenous Initiatives website.

land acknowledgements matter, please visit the Office of Indigenous Initiatives website:

https://www.queensu.ca/indigenous/ways-knowing/land-acknowledgement

Equity, Diversity, and Inclusivity Statement

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

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

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

The required textbook for this course is called:

Biopsychology, 11th Edition, by John P.J. Pinel & Steven Barnes, which is available through the Queen's Campus Bookstore.

Price: $86.99

Please note:

- If you choose to buy an older edition of this textbook, please note that (1) you are responsible for all of the information in the 11th edition, and (2) you may be unable to access any of the optional online resources." **In the event that you have purchased the 10th edition text, you can access the readings here: PSYC 271 Readings**

Please also note:

- The package that is included in the printed copy of Biopsychology. The eText has replaced the package. eTexts are available in-store at the Campus Bookstore or from their website under the Access Code Search Engine.

Third Party Policy

This course makes use of Pearson for some activities. Be aware that by logging into the site, you will be leaving onQ, and accessing the site, beyond what is required for the course (for example, purchasing the company's products), is subject to Pearson terms of use and privacy policy. You are encouraged to review these documents, using the link(s) below, before using the site.

http://www.pearsoncanada.ca/pearson-canada-at-a-glance/legal/privacy-statement

Educational Technologies

This course makes use of Zoom for Live Sessions, and Turnitin as part of an assessment for this course.

Please follow these instructions for accessing Zoom: Getting started with Zoom, and these instructions for accessing Turnitin https://www.queensu.ca/onqsupport/turnitin-students.

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

Privacy Statement for Third-Party Software

This course makes use of Zoom and Turnitin. Be aware that by logging into these sites, you will be leaving onQ, and accessing Zoom and Turnitin's websites. Your independent use of these sites, 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:
    - these documents using the link(s) below before using the site.
    - the applicable privacy statements before using the site.

Zoom: https://explore.zoom.us/en/privacy/ Turnitin: http://turnitin.com/en_us/about-us/privacy

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

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 approximately 9 hours a week in study/practice and online activity for this 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.

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.

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

Queen's 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 our online synchronous sessions. Turning your camera on allows for a more personal experience. Since the online tutorial is considered a virtual classroom, you are expected to behave as if you were in a classroom. We do, however, understand when pets or family members interrupt!

Live sessions are designed to encourage students to practice using their vocabulary, grammar, comprehension, and

Live sessions are designed to encourage students to practice using their vocabulary, grammar, comprehension, and oral skills through group activities. Students will be required to participate in synchronous sessions and appear on video because body language helps us to communicate. Each tutorial session will be offered multiple times to accommodate students' schedules.

The Zoom Tutorial Chat function is available to all students. In fact, all students are encouraged to use the chat to ask your TAs questions and communicate amongst yourselves regarding the tutorial assignment. However, the Zoom Tutorial Chat is intended strictly for questions and dialogues pertaining to course and material.

Notice of Recording

Synchronous (live) classes will be delivered in this course through Zoom and/or Teams, video conferencing platforms supported by the University. Steps have been taken by the University to configure these platforms in a secure manner. Classes 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 classes, you are consenting to the collection of this information for the purposes of administering the class and associated coursework. If you are concerned about the collection of your name and other personal information in the class, please contact the course instructor to identify possible alternatives.

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

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.

Weighting of Assessments

Assessment	Weight	Alignment with LOs
Essay Part 1 - Proposal	7.5%	CLO 1,4
Essay Part 2 - Summary and Critical Analysis (full paper)	15%	CLO 1,4
Discussion Forum 1	5%	CLO 2,4
Discussion Forum 2	5%	CLO 1,4
Bi-weekly Quizzes (best 5 of 6)	17.5% (3.5% each)	CLO 1,2,3,4,5
Proctored Final Exam	50%	CLO 1,2,3,4,5
Participant Pool	2.5% (bonus credit)	

Please note, marking rubrics have been created to help guide you toward success on this assignment, highlighting key criteria essential to your success; however, the marking rubric is not an exhaustive list of success criteria. While the teaching team will be providing marks on this assignment using the criteria outlined in the marking rubric, the teaching team reserves the right to provide feedback that is not always explicitly stated in the marking criteria, should circumstances warrant. Please review the marking rubric in detail and connect with the teaching team if you have any questions.

Description of Learning Activities and Assessments

Essay

This course will include a two-part essay. For part 1, you will locate and briefly summarize a primary research article that covers a topic within biopsychology/behavioural neuroscience. Part 2 of the essay will require an expansion of this proposal, providing a more in-depth summary and critical analysis of the article. More information about Essay Part 1 and Essay Part 2 can be found in the Course Timeline.

Discussion Forums

There are two discussion forums in this course. The discussions will allow you to interact with the whole class 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.
Bi-weekly Quizzes
There will be 6 bi-weekly quizzes in this course, each covering 2 weeks of content (Quiz #1 will only cover 1 (the first) week of the course). Your best 5 quiz scores out of the 6 quizzes will be counted toward your final grade. The bi-weekly quizzes are designed to help you practice and apply your knowledge of the course concepts to gage your understanding of the material.

Final Exam

This course will include a cumulative final proctored exam, which will cover all content covered from Weeks 1 through 12.

Essential Requirements and Flexibility to Succeed

There may be times when you are unable to work on the course or complete an assignment for personal reasons. To allow for some flexibility for all students,

- only your 5 best quizzes (of 6) will count towards your quiz grade. Please note, however, that quizzes are designed to provide you with regular practice and feedback regarding your understanding of course material. Thus, it is strongly encouraged to complete all quizzes throughout the term.
- each assignment 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 be subjected to late penalties, as described in the syllabus (see Late Assignment Submission Policy).
- you will not need a passing grade on the final exam in order to pass 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 use the portal.

Late Assignment Submission Policy

All assignments are submitted through the course onQ in in .doc(x) format. Emailed assignments are not accepted and will not be graded. Students may access MS word via Microsoft 365: https://queensuca.sharepoint.com/sites/software-centre/SitePages/Microsoft-Office.aspx.

Unreadable/corrupt/empty/incomplete files or files that are not in the required format will be considered late and penalized accordingly until the assignment is properly submitted. Students are not permitted to revise their submissions in any manner once the deadline is passed. It is the student's responsibility to ensure that their

document is (1) readable and (2) in the correct format.

In the interest of Universal Design for Learning, students are allotted a 72-hour grace-period for submission of all assignments. Submissions

received after this grace period will be subject to a 15% penalty per day, and will not be accepted or eligible for credit if submitted after 3 days following the end of the grace period (i.e., 6 days after the due date).

Proctored Exams

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 Examity proctoring services. 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 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 Exams Team at aso.exams@queensu.ca.

Information for students writing online assessments using Examity

Selected assessments in this course will be administered in onQ using online proctoring provided by Examity, 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 Examity 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 Examity, 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 Examity 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.

Grading Scheme and Method

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

Queen's Official Grade Conversion Scale

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

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

For all questions regrading Accommodations, please contact: psyc.accom@queensu.ca

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**

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 <u>Visual Guide to Ventus for Students</u>.

Academic Considerations for Students in Extenuating Circumstances

For all questions regrading Accommodations and/or Considerations, please contact: <u>psyc.accom@queensu.ca</u>

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 <u>Senate Policy on Academic Consideration for Students in Extenuating Circumstances</u>.

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 <u>Academic Consideration in Extenuating Circumstances</u> and submit a request via the <u>Academic Consideration Request Portal</u>. 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 <u>Academic Consideration website</u>.

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.

Groupwork

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Turnitin Statement

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

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

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

For further information about how you can exercise control over cookies, see [Turnitin's Privacy Policy](#).

Turnitin may provide other services that are not connected to the purpose for which Queen's University has

engaged Turnitin. Your independent use of Turnitin's other services is subject solely to Turnitin's Terms of Service and Privacy Policy, and Queen's University has no liability for any independent interaction you choose to have with Turnitin.

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

Technology Requirements

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

Computer Specifications

- 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

Supported Browsers

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

Internet Connection

- 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

- Latest version

Media Player

- HTML5 compatible

Adobe Reader

- 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.

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 2.5%. 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,