

Course Description

This course is intended to introduce students to both the foundations (theory) and findings (research) of personality psychology. This course is evidence-based, focusing on what psychologists have discovered about human personality. The course will provide a broad overview of the various domains or perspectives of personality research including dispositional, biological, intrapsychic, cognitive, social/cultural and adjustment domains. This course will also introduce students to personality assessment and re-search methods. Most importantly, there will be a focus on cutting edge research and developments in the understanding of personality, such as the widely accepted "Big Five" approach and gender differences in personality.

Course Author

The primary author of this course is **Jeremy G. Stewart, PhD, C. Psych.** Dr. Stewart received assistance from Shahryar Naeini, a graduate student in the Department of Psychology at Queen's University in preparing some of the interactive course notes. **Trinda Penniston**, a graduate student in the Department of Psychology, will be teaching the course for the Winter 2025 Semester.

Initial Development Date

Winter 2023

Course Learning Outcomes (CLOs)

Upon successful completion of this course, you will be able to:

1. Identify key concepts and commonalities within the six major domains or schools of thought in understanding personality. Through doing this, students will appreciate the complexity of these different approaches.
2. Evaluate the strengths and weaknesses of different approaches to understanding personality for describing individual differences in behaviour.
3. Compare and contrast the utility of personality concepts and methods based on empirical research literature.
4. Describe the scientific approach to personality and differentiate empirically supported tools for personality assessment from "pop" psychology approaches.
5. Debunk common myths about personality disorders and critically evaluate how these disorders are defined.

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

To begin, 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. 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 people from other Nations across Turtle Island present here 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.

Queen's is committed to counteracting discrimination in this institution and developing a climate of educational equity that recognizes and respects the equal dignity and worth of all who seek to participate in the life, work, and mission of the University. Such a climate is created and maintained by developing a university-wide commitment to and understanding of educational equity, supported by policies, programs, curricula, practices, and traditions that facilitate individuals - and equity-seeking groups- free, safe, and full participation.

I espouse the values held above which are described in more detail in the University's [Educational Equity Policy](#). I will create a class environment that is safe and rich for all students and where diverse perspectives and experiences are embraced.

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.

You can call me **Trinda**. My pronouns are **she/her**. If you have a name or pronoun which you would like to share with me, please do so at any time during the course. And if there are contexts within which you'd like this pronoun used and/or not used (e.g. with the teaching team; in Zoom sessions with peers), you are also welcome to let me know.

If you have a name that you wish to appear in onQ and on class lists you can make this change by logging into SOLUS. Please follow the steps outlined below:

- Log into SOLUS
- Click on "Personal Information" tab
- Click on "Names" tab
- Click on "Add New Name" tab
- Choose "Preferred" from the "Name Type" drop down menu
- Enter in preferred name and click "Save"

Please allow 24-48 hours for this 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 learning resource for this course is available from the [Queen's Campus Bookstore](#):

There is one required text for the course:

Larsen, R. J., Buss, D. M., & King, D. (2023). Personality psychology: Domains of knowledge about human nature, 3rd Canadian Edition. McGraw Hill.

You have two formats to choose from, depending on your preference and needs:

1. McGraw Hill E-Textbook (ISBN: 9781264921744), for \$60.00 (can be purchased [here](#))
2. McGraw Hill Print Textbook (ISBN: 9781264869381), for \$119.95 (can be purchased [here](#))

Students are responsible for all assigned readings because they contain more material than can be covered directly in the lesson notes. Similarly, some material covered in lesson notes will not appear in the assigned readings. ***Students are responsible for all this material because it may appear on exams.***

****If you have purchased the 2nd edition of the textbook, this will meet your needs for the course and you won't be disadvantaged.***

Note: Chapter 19 of the textbook (Larsen, Buss, & King, 2023) is entitled Disorders of Personality. The previous version of the textbook (2nd edition; Larsen, Buss, King, & Ensley, 2020) had an insensitive lack of person-first language – which is an essential standard set out by the American Psychological Association and other organizations. It also reinforced harmful stereotypes about people with personality disorders, and reinforced structural stigma surrounding personality disorders that harms people living with these diagnoses. Although the current version of the textbook (3rd edition) was revised to remove stigmatizing language, the course will continue to use the alternative readings used in previous years.

In sum, Chapter 19 is **not considered** part of this course. You are welcome to read the chapter, if interested, but no assignments, quizzes, or exam questions will be based on the content in Chapter 19. An alternative reading has been provided, and the interactive course notes fill in information about personality disorders in a manner that does not stigmatize and hurt individuals or groups.

Educational Technologies

This course makes use of FeedbackFruits, McGraw-Hill, Turnitin and Crowdmark.

Please follow these instructions for accessing [FeedbackFruits](#), [McGraw-Hill](#), [Turnitin](#), and [Crowdmark](#).

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

Privacy Statement for Third-Party Software

This course makes use of FeedbackFruits, McGraw-Hill, Turnitin and Crowdmark. Be aware that by logging into these sites, you will be leaving onQ, and accessing Feedback fruits, McGraw-Hill, Turnitin, and Crowdmark'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 FeedbackFruits', McGraw-Hill, Turnitin and Crowdmark's terms of use and privacy policy.

- You are encouraged to review:
 - these documents using the link below before using the site.
 - the applicable privacy statements before using the site.

Feedback Fruits	https://feedbackfruits.com/privacy/
McGraw-Hill	https://www.mheducation.ca/privacy/
Turnitin	http://turnitin.com/en_us/about-us/privacy
Crowdmark	https://crowdmark.com/privacy/

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

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.

Instructor Expectations

While many of the expectations discussed in this section are represented elsewhere in the syllabus, this is an opportunity for us to summarize some of the key expectations we have around this course in one place.

As your instructor for *Introduction to Personality*, my main expectations for myself are:

1. To present course materials in a manner that promote your curiosity and interest in the Personality Psychology.
2. To provide a comprehensive introduction to the scientific study of personality and the key themes therein.
3. To respond to student questions and concerns – whether personally or through the broader teaching team – as promptly as possible.
4. To use assessments that are flexible, fair, and that accommodate differences in student learning.
5. To share my expertise and experience in personality psychology, and psychological science more broadly.

Expectations for Students

As a student in *Introduction to Personality*, my main expectations for you are:

1. To approach the course material with in an open-minded and intellectually curious manner.
2. To complete the textbook readings, RISE modules, and other assigned materials, and seek clarification when needed.
3. To conform to Queen's University's policies around academic integrity, and, beyond that, maintain a high standard of personal academic ethics.
4. To communicate with fellow students, teaching assistants and the instructor in a respectful manner, whether in face-to-face or online interactions (see "Expectation for Interaction" and "Netiquette / Discussion Guidelines" below).
5. To provide constructive feedback about the course with an eye towards sharpening future versions of the content and delivery of materials.

Expectation for Interaction

Throughout this course, there will be opportunities for you to interact with your instructor, your teaching team (e.g., Teaching Assistants), and your classmates. You will interact with and have opportunities to learn from your peers during some of the Course Engagement Activities and more specifically, by interacting within the experiential activities.

You are expected to always behave with integrity, in face-to-face interactions and when engaging with each other online. See the netiquette and discussion guidelines below which I expect each of us to adhere to when interacting with one another whether in person or online.

Netiquette

University is a place to share, question, and challenge ideas. Each student brings a different set of lived experiences. You can help to create a safe, respectful place for learners by following these guidelines.

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. Recognize and value the experiences, abilities, and knowledge each person brings to the course.
4. Acknowledge the impact of oppression on other people's lives and make sure your writing is respectful and inclusive.
5. Encourage others to develop and share their ideas.
6. Pay close attention to what your peers write before you respond. Think through and re-read what you have written before you post online or send your comments to others.
7. Be open to having your ideas challenged and challenge others with the intent of facilitating growth. However, do not demean or embarrass others.
8. It's alright to disagree with ideas but do not make personal attacks.

Suggested Time Commitment

In this course, you should expect to invest on average 8 to 10 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 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](#).

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

CLO = Course Learning Outcome

- **CLO 1** - Identify key concepts and commonalities within the six major domains or schools of thought in understanding personality. Through doing this, students will appreciate the complexity of these different approaches.
- **CLO 2** - Evaluate the strengths and weaknesses of different approaches to understanding personality for describing individual differences in behaviour.
- **CLO 3** - Compare and contrast the utility of personality concepts and methods based on empirical research literature.
- **CLO 4** - Describe the scientific approach to personality and differentiate empirically supported tools for personality assessment from “pop” psychology approaches.
- **CLO 5** - Debunk common myths about personality disorders and critically evaluate how these disorders are defined.

Course Assessment	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Course Engagement Activities		X	X	X	
Psychobiography Essay Part 1 (optional) - Statement of Rationale	X	X	X		
Psychobiography Essay Part 2 - Final Paper	X	X	X		
Midterm Exam (Modules 1-5)	X	X	X	X	

Proctored Final Exam (Modules 6-12)	X	X	X	X	X
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Weighting of Assessments

Assessment	Weighting
Course Engagement Activities (CEAs) (complete 6 of 8 total) * You must complete a minimum of 3 Exam Practice Activities and 3 Quizzes*	5%
Psychobiography Essay	
Part 1 (optional) - Statement of Rationale	<i>Ungraded</i>
Part 2 - Final Paper	30%
Midterm Exam (Chs 1-8)	20%
Proctored Final Exam (Larsen Chs 1-14; 16-18; Twenge Ch 14)	45%
Total	100%

Description of Learning Activities and Assessments

Course Engagement Activities (CEAs)

Throughout the term, you will have the opportunity to participate in eight course engagement activities (CEAs). Four of the CEAs will be Exam Practice Activities, and four will be Quizzes.

Note: You must complete a minimum of 3 CEA-Exam Practice Activities and 3 CEA Quizzes.

Exam Practice Activities

Throughout the term, you will have the opportunity to engage in a number of CEA Exam Practice Activities. The purpose of these activities is to provide you with opportunities to engage with course content in various ways, interact with your peers, and to practice applying key concepts by answering novel questions that relate to a specific case study prompt. Each exam practice activity is designed to include prompts and questions similar to the types you may see on the midterm and final exams. Thus, this is an opportunity to practice answering these types of questions, and provides the added support of discussing answers with your peers.

Quizzes

Throughout the term, there will be a series of multiple-choice quizzes (each containing 4-5 questions) organized through the onQ Quiz tool. The purpose of these CEA quizzes is for you to self-assess your retention of materials from the textbook, interactive course notes, instructor videos and other course resources. Your performance on the CEA quizzes will help guide where you focus your review of

materials as you progress through the course. You will have an unlimited number of attempts to complete each quiz, and unlimited time to do so.

Please see the Course Timeline for further details.

Psychobiography Essay (Part 1 and Part 2)

You will complete a written assignment that involves conducting a mini psychobiography using one (1) theoretical approach to personality, and you will use it to describe, analyze, and interpret the personality of a specific individual. This assignment will help you think critically about course content and apply it flexibly. The psychobiography essay is broken into two parts. Part 1 is an optional and ungraded Statement of Rationale. Completing this is up to you; if you submit it before the deadline, you will receive some feedback that could be helpful in writing the final paper. Part 2 is your final paper. If you do not submit a Statement of Rationale, you may still submit the Final Paper.

Please see the Course Timeline for further details.

Midterm Exam

The midterm exam will cover Chapters 1-8 in your textbook (Larsen, Buss, & King, 2023), material in the Interactive Course Notes (Modules 1-5), and any supplementary information linked to the course website for Weeks 1-5. An announcement with further details about the specific material covered on the midterm will be posted to onQ approximately one week before the midterm. The midterm will consist of short-answer questions and will be submitted via Turnitin.

Final Proctored Exam

The final exam is cumulative. The final exam will cover Chapters 1-14 and 16-18 in your textbook (Larsen, Buss, King, & Ensley, 2020), a supplemental reading (Chapter 14) from Twenge, Campbell, and Matsuba (2023), material in the Interactive Course Notes Modules 1-12, and any supplementary information linked to the course website for Weeks 1-12. The specific date for the final exam will be announced later in the term. An announcement with further details about the specific material covered on the final exam will be posted to OnQ approximately two (2) weeks before the end of term. You will have three (3) hours in length to complete the final exam, with extra time allotted to those with time-based accommodations. The final exam will include multiple-choice questions and short answer questions.

Essential Requirements and Flexibility to Succeed

There may be a week or weeks when you are unable to complete a Course Engagement Activity for personal reasons. While these activities are designed to help consolidate key concepts and provide you with practice applying course material, you only need to submit 5 of the 8 Course Engagement Activities to receive full credit (i.e., 5%). If you do not complete at least 5 Course Engagement Activities, you will be penalized -1% from your grade for each activity you "miss" (e.g., if someone completed 4 course engagement activities, they would receive 4% for this grading item). All students, however, must complete Part 1 (Statement of Rationale) and Part 2 (Final Paper) of the Psychobiography Assignment, and both exams, for this course. For more information, see [Academic Regulation 7.2.1](#).

All assignments, except exams, will have a 3-day grace period. That means that Course Engagement Activities, and Part 1 and Part 2 of the Psychobiography Assignment, are due on the date posted ("Deadline" in the Course Timeline) but will be accepted, without penalty, up to 72 hours afterwards ("Grace Period" in the Course Timeline).

If you have extenuating circumstances when an assignment is due, and these circumstances will last up to 72 hours after the posted deadline, you can use the 3-day grace period without applying for formal Academic Considerations through the Portal. However, if your circumstances will last past the 3-day grace period and you have documentation, please use the Academic Considerations Portal.

Course Engagement Activities submitted after the 3-day grace period without approved Considerations / Accommodations will not be counted towards the number of completed assignments (5) required to receive full credit. If received after the 3-day grace period, Part 1 and Part 2 of the Psychobiography Assignment will be penalized 10% per day (or part thereof) that they are late, including weekends and holidays, unless arrangements have been made.

Late Assignment Submission Policy

I am committed to accommodating anyone with a compassionate reason (e.g., illness; pressing personal obligation; etc.) for turning in assignments late. I have incorporated a 3-day grace period, which effectively provides students an automatic extension past the deadline. Within this 72 hour period, assignments will be accepted without penalty, and students will not need to document extenuating circumstances through the Academic Considerations Portal. If your circumstances will last past an assignment's 3-day grace period and you have documentation, please use the Academic Considerations Portal.

Course Engagement Activities submitted after the 3-day grace period without documented extenuating circumstances will not be counted towards the number of completed assignments (5) required to receive full credit. Late written assignments (i.e., Psychobiography Essay Parts 1 and 2) will be penalized 10% per day (or part thereof) that they are late, including weekends and holidays.

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. The regrade request form will ask you to explicitly and clearly state how the work deserves a different grade than assigned. You will also be asked to include feedback from your TA (including any discussion with them). You will be able to submit a regrade request within 72 hours of meeting with a Teaching Assistant to view the grading key and discuss your answers; any requests received after the 72-hour deadline will not be processed. The regrade will stand as the final mark, even if it is lower than the grade that was originally assigned.

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 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.

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 Registrar & Financial Aid Services webpage under "[Important Dates](#)" or the Faculty of Arts and Science webpage under "[Events Calendar](#)". 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 \(SASS\)](#).

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

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

- Instructor/Coordinator name: Tara Karasewich
- Instructor/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.

Generative AI Writing Tools

Using generative AI writing tools such as ChatGPT in your submitted work is **not permitted** in this class. This type of use constitutes a departure from academic integrity. Original work, completed wholly by you, is expected to be submitted in this course. The use of an artificial intelligence tool like ChatGPT is not permitted.

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 University 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.

Technological Requirements

Category	Requirements
Computer Specifications	<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
Supported Browsers	<ul style="list-style-type: none"> • Chrome (preferred - latest version) • Firefox (latest version) • <i>Safari is not recommended as it causes several known issues in onQ</i> • <i>Edge is not recommended as it causes several known issues in onQ</i>
Internet Connection	<ul style="list-style-type: none"> • Wired high speed access: Cable or better • <i>Wifi is not recommended</i> • A minimum download speed of 10 Mbps and up to 20 Mbps for multimedia is recommended • Click here for an Internet speed test
Java	<ul style="list-style-type: none"> • Latest version
Media Player	<ul style="list-style-type: none"> • HTML5 compatible
Adobe Reader	<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.