

Course Information

General Course Information

Course: PSYC 320

Course title: Individual Differences

Pre-requisites: PSYC 221

Semester and year: Winter 2026

Number of credits: 3.0

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

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

Classroom accessibility:

Course Description

What makes you who you are? In this course, you'll explore the psychological and neuroscientific bases of this question. You'll trace how personality, development, cognitive style, genetics and epigenetics, neurophysiology, and more shape your unique profile. Each module covers ethics, state of research, classic discoveries and core methods, from whole-genome studies to neuroimaging volumetry, equipping you to understand current research efforts in the context of this exciting and expanding area.

Topics

Please find assigned readings for the course in the table below. The exact timeline of topic progression may deviate slightly, and the table is presented as a guide (although exam dates are firm). Students are not expected to master every assigned article in depth; readings are intended to support lectures, which will be the source of all exam questions.

Date	Topic	Assigned reading
Jan. 6, 9	Unit 1: History, ethics, and disciplines	Course text: <ul style="list-style-type: none">• Personality Theory in Context (Ch. 1)• The Basis of the Psychoanalytic Approach to Personality (Ch. 2)• Developments of Freudian Theorising (Ch. 3)• Learning Theory Perspectives on Personality (Ch. 4)

Jan. 13, 16	Unit 2: Personality	<p>Course text:</p> <ul style="list-style-type: none"> • Cognitive Personality Theories (Ch. 5) • Humanistic Personality Theories (Ch. 6) • The Trait Approach to Personality (Ch. 7) <p>Peer-reviewed articles:</p> <ul style="list-style-type: none"> • Bleidorn, W., Hopwood, C. J., Back, M. D., Denissen, J. J., Hennecke, M., Hill, P. L., ... & Zimmermann, J. (2021). Personality trait stability and change. <i>Personality Science</i>, 2, e6009. https://journals.sagepub.com/doi/pdf/10.5964/ps.6009
Jan. 20, 23	Unit 3: Psychometric testing	<p>Course text:</p> <ul style="list-style-type: none"> • An Introduction to Psychometric Testing (Ch. 23) <p>Peer-reviewed articles:</p> <ul style="list-style-type: none"> • Geiser, C., Götz, T., Preckel, F., & Freund, P. A. (2017). Theories, Models, and Assessment. <i>European Journal of Psychological Assessment</i>, 33, 219-223. https://econtent.hogrefe.com/doi/full/10.1027/1015-5759/a000413 • Minkov, M., Vignoles, V. L., Welzel, C., Akaliyski, P., Bond, M. H., Kaasa, A., & Smith, P. B. (2024). Comparative culturology and cross-cultural psychology: How comparing societal cultures differs from comparing individuals' minds across cultures. <i>Journal of Cross-Cultural Psychology</i>, 55, 164-188. https://journals.sagepub.com/doi/pdf/10.1177/00220221231220027 • Sikström et al. (2025). Personality in just a few words: Assessment using natural language processing. <i>Personality and Individual Differences</i>, 238. https://www.sciencedirect.com/science/article/pii/S0191886925000406
Jan. 27, 30	Unit 4: Beliefs, preferences, and identity	<p>Course text:</p> <ul style="list-style-type: none"> • Optimism (Ch. 16) • Irrational beliefs (Ch. 17) • Interpersonal relationships (Ch. 19) <p>Book chapter:</p> <ul style="list-style-type: none"> • Berzonsky, M. D. (2011). A social-cognitive perspective on identity construction. In <i>Handbook of identity theory and research</i> (pp. 55-76). New York, NY: Springer New York. <p>Peer-reviewed articles:</p> <ul style="list-style-type: none"> • Bendall, R. C. A., Galpin, A., Marrow, L. P., & Cassidy, S. (2016). Cognitive style: Time to experiment. <i>Frontiers in Psychology</i>, 7, 1786. https://pmc.ncbi.nlm.nih.gov/articles/PMC5108774/

		<ul style="list-style-type: none"> Fingerhut, J., Gomez-Lavin, J., Winklmayr, C., & Prinz, J. J. (2021). The aesthetic self: The importance of aesthetic taste in music and art for our perceived identity. <i>Frontiers in Psychology, 11</i>, 577703. https://pmc.ncbi.nlm.nih.gov/articles/PMC7985158/ Frömer, R., & Shenhav, A. (2022). Filling the gaps: Cognitive control as a critical lens for understanding mechanisms of value-based decision-making. <i>Neuroscience & Biobehavioral Reviews, 134</i>, 104483. https://www.sciencedirect.com/science/article/pii/S0149763421005546 Prebble, S. C., Addis, D. R., & Tippett, L. J. (2013). <i>Autobiographical memory and sense of self. Psychological Bulletin, 139</i>, 815–840. https://psycnet.apa.org/fulltext/2012-26179-001.html
Feb. 3	Midterm 1	Units 1-4, worth 25% of final mark
Feb. 6, 10, 13	Unit 5: Cognitive ability and experience	<p>Course text:</p> <ul style="list-style-type: none"> An introduction to intelligence (Ch. 10) Theories and measurement of intelligence (Ch. 11) <p>Book chapter:</p> <ul style="list-style-type: none"> Simonton, D. K. (2011). Exceptional talent and genius. In T. Chamorro-Premuzic, S. von Stumm, & A. Furnham (Eds.), <i>The Wiley-Blackwell handbook of individual differences</i> (pp. 633-655). Wiley-Blackwell. https://onlinelibrary.wiley.com/doi/10.1002/9781444343120.ch24 <p>Peer-reviewed articles:</p> <ul style="list-style-type: none"> Alabbasi, A. M. A., Paek, S. H., Kim, D., & Cramond, B. (2022). What do educators need to know about the Torrance Tests of Creative Thinking: A comprehensive review. <i>Frontiers in psychology, 13</i>, 1000385. https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2022.1000385/pdf Allman, M. J., Teki, S., Griffiths, T. D., & Meck, W. H. (2014). Properties of the internal clock: First- and second-order principles of subjective time. <i>Annual Review of Psychology, 65</i>, 743–771. https://pubmed.ncbi.nlm.nih.gov/24050187/ Jimenez, M., Prieto, A., Hinojosa, J. A., & Montoro, P. R. (2023). Consciousness under the spotlight: The problem of measuring subjective experience. <i>WIREs Cognitive Science, 16</i>, e1697. https://wires.onlinelibrary.wiley.com/doi/10.1002/wcs.1697 Ren, X., Wang, T., & Jarrold, C. (2016). Individual differences in frequency of inner speech: Differential relations with cognitive and non-cognitive factors. <i>Frontiers in Psychology, 7</i>, 1675. https://pmc.ncbi.nlm.nih.gov/articles/PMC5089968/

		<ul style="list-style-type: none"> • Stanek, K. C., & Ones, D. S. (2023). Meta-analytic relations between personality and cognitive ability. <i>Proceedings of the National Academy of Sciences</i>, 120, e2212794120. https://www.pnas.org/doi/10.1073/pnas.2212794120 • Zeman, A. (2024). Aphantasia and hyperphantasia: Exploring imagery vividness extremes. <i>Trends in Cognitive Sciences</i>, 28(5), 467-480. https://www.sciencedirect.com/science/article/pii/S1364661324000342
Feb. 16-20	Reading week	No classes
Feb. 24, 27	Unit 6: Multimodal fusion	<p>Book chapter:</p> <ul style="list-style-type: none"> • Methodological Considerations: Integrating Measures Across Assessment Modalities. In Latzman, R. D., & Patrick, C. J. (Eds.). (2025). <i>Neurobehavioral Individual Differences: A Transdisciplinary Approach To Advancing Clinical Science</i> (pp. 13-27). Springer Nature. <p>Peer-reviewed articles:</p> <ul style="list-style-type: none"> • Deary, I. J., Cox, S. R., & Hill, W. D. (2022). Genetic variation, brain, and intelligence differences. <i>Molecular psychiatry</i>, 27, 335-353. https://www.nature.com/articles/s41380-021-01027-y • Hoffman, L., & Walters, R. W. (2022). Catching up on multilevel modeling. <i>Annual review of psychology</i>, 73, 659-689. https://www.annualreviews.org/docserver/fulltext/psych/73/1/annurev-psych-020821-103525.pdf • Sui, J., Zhi, D., & Calhoun, V. D. (2023). Data-driven multimodal fusion: approaches and applications in psychiatric research. <i>Psychoradiology</i>, 3. https://academic.oup.com/psyrad/article/doi/10.1093/psyrad/kkad026/7442104
Mar. 3, 6	Unit 7: Neuro-imaging	<p>Peer-reviewed articles:</p> <ul style="list-style-type: none"> • Dubois, J., & Adolphs, R. (2016). Building a science of individual differences from fMRI. <i>Trends in cognitive sciences</i>, 20(6), 425-443. https://www.sciencedirect.com/science/article/pii/S1364661316300079?casa_token=dT7v6mszSZcAAAAA:CTIGsDxF3yGkbbhfBmEb2nVWo9zWCFNZ7MAfo4Ufc5oDOJJFYE7dXvXFBYQmjl5D6CbAGE2aBxU • Gratton, C., & Braga, R. M. (2025). Dense Phenotyping of Human Brain Network Organization Using Precision fMRI. <i>Annual Review of Psychology</i>, 77. https://www.annualreviews.org/content/journals/10.1146/annurev-psych-032825-032920

		<ul style="list-style-type: none"> • Gu, J., & Kanai, R. (2014). What contributes to individual differences in brain structure? <i>Frontiers in human neuroscience</i>, 8, 262. https://pmc.ncbi.nlm.nih.gov/articles/PMC4009419/ • Rosenberg, M. D., & Finn, E. S. (2022). How to establish robust brain–behavior relationships without thousands of individuals. <i>Nature neuroscience</i>, 25, 835-837. https://www.nature.com/articles/s41593-022-01110-9 • Scheinost, D., Noble, S., Horien, C., Greene, A. S., Lake, E. M., Salehi, M., ... & Constable, R. T. (2019). Ten simple rules for predictive modeling of individual differences in neuroimaging. <i>NeuroImage</i>, 193, 35-45. https://pmc.ncbi.nlm.nih.gov/articles/PMC6521850/
Mar. 10	Midterm 2	Units 5-7, worth 25% of final mark
Mar. 13, 17	Unit 8: Genetics, epigenetics, & development	<p>Course text:</p> <ul style="list-style-type: none"> • Biological Basis of Personality I (Ch. 8) • Heritability and Socially Defined Group Differences in Intelligence (Ch. 13) <p>Peer-reviewed articles:</p> <ul style="list-style-type: none"> • Anreiter, I., Sokolowski, H. M., & Sokolowski, M. B. (2018). Gene–environment interplay and individual differences in behavior. <i>Mind, Brain, and Education</i>, 12, 200-211. http://sokolowski.eeb.utoronto.ca/files/2018/07/Anreiter_et_al-2017-Mind2C_Brain2C_and_Education.pdf • Hostinar, C. E., & Gunnar, M. R. (2015). Social support can buffer against stress and shape brain activity. <i>AJOB neuroscience</i>, 6, 34-42. https://pmc.ncbi.nlm.nih.gov/articles/PMC4607089/ • Lappalainen, T., Li, Y. I., Ramachandran, S., & Gusev, A. (2024). Genetic and molecular architecture of complex traits. <i>Cell</i>, 187(5), 1059-1075. https://www.sciencedirect.com/science/article/pii/S0092867424000606 • Matthews, L. J., & Turkheimer, E. (2022). Three legs of the missing heritability problem. <i>Studies in history and philosophy of science</i>, 93, 183-191. https://pmc.ncbi.nlm.nih.gov/articles/PMC9172633/ • Plomin, R., & Von Stumm, S. (2022). Polygenic scores: prediction versus explanation. <i>Molecular psychiatry</i>, 27(1), 49-52. https://www.nature.com/articles/s41380-021-01348-y
Mar. 20	Unit 9: Health, physiology, & hormones	<p>Course text:</p> <ul style="list-style-type: none"> • Individual Differences in Health and Illness (Ch. 22) <p>Peer-reviewed articles:</p>

		<ul style="list-style-type: none"> • Bullock, B. (2019). An interdisciplinary perspective on the association between chronotype and well-being. <i>The Yale Journal of Biology and Medicine</i>, 92(2), 359. https://pmc.ncbi.nlm.nih.gov/articles/PMC6585516/ • Davidson, G. L., Cooke, A. C., Johnson, C. N., & Quinn, J. L. (2018). The gut microbiome as a driver of individual variation in cognition and functional behaviour. <i>Philosophical Transactions of the Royal Society B: Biological Sciences</i>, 373, 20170286. https://royalsocietypublishing.org/doi/10.1098/rstb.2017.0286 • George, M. Y., Abdel Mageed, S. S., Mansour, D. E., & Fawzi, S. F. (2025). The cortisol axis and psychiatric disorders: An updated review. <i>Pharmacological Reports</i>, 1-27. https://link.springer.com/article/10.1007/s43440-025-00782-x • Herold, F., Törpel, A., Hamacher, D., Budde, H., Zou, L., Strobach, T., Müller, N.G., & Gronwald, T. (2021). Causes and Consequences of Interindividual Response Variability: A Call to Apply a More Rigorous Research Design in Acute Exercise-Cognition Studies. <i>Frontiers in Physiology</i>, 22, 682891. https://pmc.ncbi.nlm.nih.gov/articles/PMC8339555/ • Mengelkoch, S., Gassen, J., Corrigan, E. K., & Hill, S. E. (2022). Exploring the links between personality and immune function. <i>Personality and individual differences</i>, 184, 111179. https://www.sciencedirect.com/science/article/am/pii/S0191886921005584
Mar. 24, 27	Unit 10: Dimensional psychopathology	<p>Course text:</p> <ul style="list-style-type: none"> • Well-being and Personality Disorders (Ch. 21) <p>Peer-reviewed articles:</p> <ul style="list-style-type: none"> • Gioletti, A. I., & Bornstein, R. F. (2024). Do PID-5 trait scores predict symptom disorders? A meta-analytic review. <i>Journal of personality disorders</i>, 38, 126-137. https://guilfordjournals.com/doi/pdf/10.1521/pedi.2024.38.2.126?casa_to ken=q8zjc-E-Gz8AAAAA:VGktCdrdLeoQR8RmZhTw6_L72VM3TewTBOCLYygcVQR4PMI_dIs7Zx2kXPuc5sS6sEGAZlid1Wny • Haslam, N., McGrath, M. J., Viechtbauer, W., & Kuppens, P. (2020). Dimensions over categories: A meta-analysis of taxometric research. <i>Psychological Medicine</i>, 50, 1418-1432. https://www.ppw.kuleuven.be/okp/pdf/Haslam2020DOCAM.pdf • Hopwood, C. J., Wright, A. G., & Bleidorn, W. (2022). Person–environment transactions differentiate personality and psychopathology. <i>Nature Reviews Psychology</i>, 1, 55-63. https://www.researchgate.net/profile/Christopher-Hopwood-3/publication/357784234_Person-environment_transactions_differentiate_personality_and_psychopathology

		<p>/links/67ee0bda49e91c0fead850fc/Person-environment-transactions-differentiate-personality-and-psychopathology.pdf</p> <ul style="list-style-type: none"> Troy, A. S., Willroth, E. C., Shallcross, A. J., Giuliani, N. R., Gross, J. J., & Mauss, I. B. (2023). Psychological resilience: an affect-regulation framework. <i>Annual review of psychology</i>, 74, 547-576. https://www.annualreviews.org/content/journals/10.1146/annurev-psych-020122-041854
Mar. 31	Unit 11: Memory	<p>Peer-reviewed articles:</p> <ul style="list-style-type: none"> Chiorri, C., & Vannucci, M. (2024). The subjective experience of autobiographical remembering: Conceptual and methodological advances and challenges. <i>Journal of Intelligence</i>, 12(2), 21. https://doi.org/10.3390/jintelligence12020021 Levine, B., Svoboda, E., Hay, J. F., Winocur, G., & Moscovitch, M. (2002). Aging and autobiographical memory: dissociating episodic from semantic retrieval. <i>Psychology and aging</i>, 17(4), 677. Palombo, D. J., Sheldon, S., & Levine, B. (2018). Individual differences in autobiographical memory. <i>Trends in cognitive sciences</i>, 22(7), 583-597.
Apr. 3	Good Friday	No classes
Apr. 6	Flex day	TBA
TBA	Final exam	<p>Final exam to include:</p> <ul style="list-style-type: none"> “Mini-midterm 3” units 8-11, worth 20% of final mark Integrative section, worth 20% of final mark

Important University Dates

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

Intended Course Objectives

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

1. Explain the major historical and theoretical approaches to studying individual differences, from Galton to genomic and neuroimaging methods.

2. Evaluate ethical issues unique to individual-differences research, including identifiability, responsible population inference, and data privacy.
3. Assess the reliability and validity of measurement tools for personality, ability, and behavior, and critique published measures or datasets for psychometric and methodological rigor.
4. Differentiate between traits and states, and evaluate models of trait-state interaction and temporal stability.
5. Compare and contrast leading models of personality, cognitive ability, and experience.
6. Discuss how environmental, developmental, and epigenetic influences shape individual differences over time.
7. Combine findings across behavioral, physiological, and neuroimaging domains to explain patterns of human variability.
8. Connect biological, genetic, and neural systems to inter-individual variability in cognition, personality, and psychopathology.

Inclusion

Land Acknowledgement

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

Equity, Diversity, and Inclusivity Statement

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

Building a Classroom Community

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

- Make a personal commitment to learn about, understand, and support your peers.
- Assume the best of others and expect the best of them.
- Recognize and value the experiences, abilities, and knowledge each person brings to the course.
- Acknowledge the impact of oppression on other people's lives and make sure your words and tone are respectful and inclusive.
- Encourage others to develop and share their ideas.
- Pay close attention to what your peers say/write before you respond. Think through and re-read what you have written before you post online or send your comments to others.
- Be open to having your ideas challenged and challenge others with the intent of facilitating growth.
- Look for opportunities to agree with one another, building on and intentionally referencing peers' thoughts and ideas; disagree with ideas without making personal attacks, demeaning, or embarrassing others.

Fostering Accessibility

All of us have a shared responsibility for reducing barriers to learning and fostering accessibility and promoting meaningful inclusion of those with disabilities. The [Accessibility Hub](#) at Queen's University's Human Rights & Equity Office offer a host of [tutorials](#) that provide us all with practical tips for:

- creating accessible documents, e.g., to submit to your teaching team or share with peers in peer feedback activities/in a presentation,
- emails, e.g., while communicating with group members or your teaching team, and
- meeting practices (e.g., in tutorials/labs/seminars or virtual meetings).

Name/Pronoun

If, for whatever reason, you wish to change how your name appears in onQ and/or on class lists, please follow these steps. You may also use this process to add your pronouns to the appearance of your name.

1. Log into SOLUS.
2. Click on Personal Information tab.
3. Click on the Names tab
4. Click on the Add New Name tab
5. Choose Preferred from the Name Type drop down menu
6. Enter the name you would like to appear in onQ and/or on class lists.
7. Click Save.

Please allow 24 to 48 hours for your name to be registered within the system. If you have further questions or concerns, please contact ITS at Queen’s University.

Course Materials & Technologies

Required Course Textbook

Course Textbooks	Edition(s)	Publisher	For Purchase	Cost	At Queen’s Library?
Personality, Individual Differences and Intelligence.	5	Pearson	Yes	\$80 (estimate)	No

Educational Technologies, Help, Privacy, and Accessibility

Be aware that your independent use of the website(s), programs, and/or application(s) used in this course, *beyond what is required*, is subject to their terms of use and privacy policy.

Qlicker

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

Privacy

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

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

Notice of Recording

Classes will be delivered in this course in person, but may be recorded with video and audio. The recordings could incidentally capture your name, image or voice through the video and

audio recordings. By attending these classes, you are consenting to the collection of this information for the purposes of administering this and future deliveries of the course. If you are concerned about this possible capture of your identity in the class, please contact the course instructor to discuss possible solutions.

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

Copyright of Course Material

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor's express consent. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

Communication

Questions about the Course and Contacting the Teaching Team

The teaching team's contact information can be found on the course homepage on OnQ.

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

- Use your Queen's email account.
- Place "PSYC 320" in the subject line.
- Email should NOT be seen as an alternative to meeting during office hours. Nor should email be used as a mechanism to receive private tutorials (especially prior to tests) or to explain material that was covered in lectures you missed.
- If you do not receive a reply within two business days, please resubmit your question(s), escalating as necessary.
- All communications, whether by email, discussion forum or in person, should maintain professionalism.

Queen's Email

The university communicates with students via Queen's email. Please check your email regularly to ensure you do not miss important information related to your course.

Course Feedback

At various points during the course, you may be asked to take part in a variety of feedback activities, such as surveys and questionnaires. This feedback enables the teaching team to improve the course. All surveys are anonymous and are directly related to activities, assessments, and other course material.

Assessments

Weighting and Alignment with Course Learning Outcomes (CLOs)

Assessment	Alignment with CLOs	Weighting
In-class quizzes	All	5%
In-class writing	All	5%
Midterm Exam 1	1-5	25%
Midterm Exam 2	5-8	25%
Final exam	All	40%
Total		100%

Descriptions of Learning Activities and Assessments

Midterm exam 1: Units 1-4 (multiple choice, fill-in-the-blank, short answer)

Midterm exam 2: Units 5-7 (multiple choice, fill-in-the-blank, short answer)

Final exam: Units 8-11 (multiple choice, fill-in-the-blank, short answer) Units 1-11 (integrative short answer)

Participation: see below.

In-class activities

Quizzes and in-class writing are designed to provide you with practice and reinforcement in retrieving and applying course concepts. You will obtain 1% for each quiz you complete, up to a cap of 5% (quizzes will be unmarked). However, there will be eight quizzes, thereby allowing you to miss three without any impact to your grade.

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

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

Proctored Exams

Timing of Final Examinations

Once the exam schedule has been finalized, the exam date will be posted on your SOLUS account. The exam dates for each term are listed on the Faculty of Arts and Science webpage under "[Important Dates](#)." Student exam schedules for the Fall Term are posted on SOLUS immediately prior to Thanksgiving and on the Friday before Reading Week for the Winter Term. Students should **delay finalizing any travel plans until after the examination schedule has been posted**. Exams will **not be moved or deferred** to accommodate employment, travel/holiday plans or flight reservations. For information regarding what is considered extenuating circumstances and qualifications for Academic Consideration, please visit the [Faculty of Arts and Science's Academic Consideration webpage](#). Students are expected to write any deferred finals during the official deferred period, which is tentatively set for January 9-12 (as scheduled by the Registrar).

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

Midterms

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

Policy Review of Graded Work

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

- Your name, student number, and TA's name.
- The number corresponding to the disputed question.
- Your reason for the request:
 - The specific aspects of your assignment or response that you believe were not sufficiently awarded.
 - Why you believe that your assignment meets the criteria for a higher mark for each of the categories of the rubric that you indicated above.

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

Policies

Class Attendance

Your presence and participation in class contributes to the knowledge and skills that you will develop throughout this course. Queen's expects that you attend class regularly, participate in class conversations and learning activities. These types of activities provide active engagement, promote a deeper understanding of the course content, and contribute to your success in this course.

Academic Support

All undergraduate students face new learning and writing challenges as they progress through university: essays and reports become more complex; effectively incorporating research into writing becomes more important; the types of assignments become more diverse; managing your time and developing the skills you need to read and think critically gets more challenging. I encourage students to contact Student Academic Success Services (SASS). SASS offers many different ways to receive support:

- Free online or in-person [appointments](#) to get personalized support on writing and academic skills from expert staff and trained peers.
- [Workshops](#) and [drop-in programs](#). SASS' [Events Calendar lists events coming soon](#).
- [Online resources](#) that provide strategies for academic skills and writing development at university.
- If English is not your first language, SASS has specific resources for [English as Additional Language students](#), including weekly programs and EAL academic skills appointments. You can meet on an ongoing basis with an EAL consultant to work on your academic writing, speaking, listening, and reading skills.

Accommodations for Disabilities

Queen's University is committed to working with students with disabilities to remove barriers to their academic goals. Queen's Student Accessibility Services (QSAS), students with disabilities, instructors, and faculty staff work together to provide and implement academic accommodations designed to allow students with disabilities equitable access to all course material (including in-class as well as exams). If you are a student currently experiencing barriers to your academics due to disability related reasons, and you would like to understand whether academic accommodations could support the removal of those barriers, please visit the [QSAS website](#) to learn more about academic accommodations or start the registration process with QSAS by clicking **Access Ventus** button at [Ventus | Accessibility Services | Queen's \(queensu.ca\)](#)

VENTUS is an online portal that connects students, instructors, Queen's Student Accessibility Services, the Exam's Office and other support services in the process to request, assess, and implement academic accommodations.

To learn more go to: <https://www.queensu.ca/ventus-support/students/visual-guide-ventus-students>

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

Academic Consideration for Students in Extenuating Circumstances

Academic Consideration is a process for the University community to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances that may impact or impede a student's ability to complete their academics. This may include but is not limited to any extenuating circumstance (illness, bereavement, traumatic event, injury, family emergency, etc.) which is short-lived, begins within the term, and will not last longer than 12 weeks - see [Academic Consideration](#) webpage for details (<https://www.queensu.ca/artsci/undergraduate/student-services/academic-consideration>)

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. For more information, undergraduate students in the Faculty of Arts and Sciences should consult the Faculty's webpage on [Academic Consideration in Extenuating Circumstances](#) and submit a request via the [Academic Consideration Request Portal](#). Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

Students are encouraged to submit requests as soon as the need becomes apparent and to contact their instructor and/or course coordinator as soon as possible once academic consideration has been granted. Any delay in contact may limit the options available for academic consideration. While we encourage instructors to accommodate, each instructor has discretion in deciding whether or how to apply the Academic Consideration. For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, please see the Faculty of Arts and Science's [Academic Consideration website](#). ASO courses include links to information on **Academic Consideration** on your **Course Homepage** in onQ.

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

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

Queen's Policy Statement on Academic Integrity

Queen's University is dedicated to creating a scholarly community free to explore a range of ideas, to build and advance knowledge and to share the ideas and knowledge that emerge from a range of intellectual pursuits. Each core value of academic integrity, as defined in the [Senate Academic Integrity Policy](#), gives rise to and supports the next.

Honesty appears in presenting one's own academic work, whether in the context of an examination, written assignment, laboratory or seminar presentation. It is in researching one's own work for course assignments, acknowledging dependence on the ideas or words of another and in distinguishing one's own ideas and thoughts from other sources. It is also

present in faithfully reporting laboratory results even when they do not conform to an original hypothesis. Further, honesty is present in truthfully communicating in written and/or oral exchanges with instructors, peers and other individuals (e.g. teaching assistants, proctors, university staff and/or university administrators).

Trust exists in an environment in which one's own ideas can be expressed without fear of ridicule or fear that someone else will take credit for them.

Fairness appears in the proper and full acknowledgement of the contributions of collaborators in group projects and in the full participation of partners in collaborative projects.

Respect, in a general sense, is part of an intellectual community that recognizes the participatory nature of the learning process and honours and respects a wide range of opinions and ideas. However, "respect" appears in a very particular sense when students attend class, pay attention, contribute to discussion and submit papers on time; instructors "show respect by taking students' ideas seriously, by recognizing them as individuals, helping them develop their ideas, providing full and honest feedback on their work, and valuing their perspectives and their goals" ("[The Fundamental Values of Academic Integrity](#)", 3rd Edition, p. 8).

Ultimately, responsibility is both personal and collective and engages students, administrators, faculty and staff in creating and maintaining a learning environment supported by and supporting academic integrity.

Courage differs from the preceding values by being more a quality or capacity of character – "the capacity to act in accordance with one's values despite fear" ("[The Fundamental Values of Academic Integrity](#)", 3rd edition, p. 10). Courage is displayed by students who make choices and integrous decisions that are followed by action, even in the face of peer pressure to cheat, copy another's material, provide their own work to others to facilitate cheating, or otherwise represent themselves dishonestly. Students also display courage by acknowledging prior wrongdoing and taking proactive measures to rectify any associated negative impact.

All of these values are not merely abstract but are expressed in and reinforced by the University's policies and practices.

Statements for Generative Artificial Intelligence (AI) Tools

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

SASS

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

- Understanding the nature of the academic integrity departure
- Understanding the expectations of and role of sources in scholarly writing
- Integrating sources into your writing (paraphrasing, quoting, summarizing)
- Understanding when and how to cite your sources
- Managing your time effectively to avoid the need for shortcuts

- Taking effective notes to ensure accuracy of source material and correct attribution

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