

Course Information

General Course Information

Course: PSYC 420

Course title: Mind and Memory

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

Course Description

What explains the entanglement of memory and consciousness? We harbour conscious and unconscious memories; we consolidate waking experiences in our sleep; memory shapes our awareness; and awareness unlocks otherwise inaccessible memories. In this seminar, you'll dissect foundational theories (from memory systems to state space models), analyze landmark papers, review cutting-edge methods (from machine learning of sleep neuroimaging data to gaze tracking), and synthesize your own view of the curious link between these interwoven constructs.

Topics

Discussing core papers will make up much of the intellectual activity of this course. It's therefore essential that you complete this reading before coming to class, so that you can meaningfully participate. The reading list is as follows:

Week 1. An architecture of remembering (Jan 7)

1. Budson, A. E., Richman, K. A., & Kensinger, E. A. (2022). Consciousness as a memory system. *Cognitive and Behavioral Neurology*, 35(4), 263-297.
2. Kellogg, R. T. (2007). "Memory Systems." In *Fundamentals of Cognitive Psychology* (3rd ed., pp. 93-120). Sage.

Optional:

- Moscovitch, M. & Gilboa, A. (2024). *Systems Consolidation, Transformation, and Reorganization: Multiple Trace Theory, Trace Transformation Theory, and Their Competitors*. In M. J. Kahana & A. D. Wagner (Eds.), *The Oxford Handbook of Human Memory, Vol. 1: Foundations*. Oxford University Press (pp. 1279-1328)

Week 2. Heraclitus' paradox: rivers that remember (Jan 14)

- Howard, M. W., & Kahana, M. J. (2002). A distributed representation of temporal context. *Journal of Mathematical Psychology*, 46(3), 269–299. [**don't worry about the math**]
- Mau, W., et al. (2020). The brain in motion: How ensemble fluidity drives memory. *eLife*, 9, e63550.
- Zaki, Y., & Cai, D. J. (2024). Memory engram stability and flexibility. *Nature Reviews Neuroscience*, 25(4), 255–270.

Optional:

- Geva, N., et al. (2023). Time and experience differentially affect distinct aspects of representational drift. *Neuron*, 111(8), 1239–1255.

Week 3. The funhouse mirror of memory (Jan 21)

- Anderson, M. C., & Green, C. (2001). Suppressing unwanted memories by executive control. *Nature*, 410, 366–369.
- Nader, K., Schafe, G. E., & Le Doux, J. E. (2000). Fear memories require protein synthesis in the amygdala for reconsolidation after retrieval. *Nature*, 406(6797), 722–726.
- Ritvo, V. J., Turk-Browne, N. B., & Norman, K. A. (2019). Nonmonotonic plasticity: how memory retrieval drives learning. *Trends in cognitive sciences*, 23(9), 726–742.
- Wammes, J., Norman, K. A., & Turk-Browne, N. (2022). Increasing stimulus similarity drives nonmonotonic representational change in hippocampus. *elife*, 11, e68344.

Optional:

- Nadel, L., & Sederberg, P. B. (2022). Memory reconsolidation: making predictions better. *Handbook of Human Memory*.

Week 4. Tableau Templates for Thought (Jan 28)

- Poppenk, J. (preprint). Beyond gist and detail: the hippocampus as a multiscale integrator. *PsyArXiv*.
- Nadel, L., & Maurer, A. P. (2021). Revisiting the hippocampal cognitive map: Memory, context, and the multiscale organization of experience. *Trends in Cognitive Sciences*, 25, 543–556.

Week 5. A mind adrift in a sea of memories (Feb 4)

- Smallwood, J., & Schooler, J. W. (2015). The science of mind wandering. *Annual Review of Psychology*, 66, 487–518.
- Squires, S., van Walsum, M., Milev, R., & Poppenk, J. (2025). Omnibus Rumination Inventories Consistently Reveal Unconstructive, Constructive, and Positive Repetitive Thought as Rumination's Major Factors.
- Tseng, J., & Poppenk, J. (2020). Brain meta-state transitions demarcate thoughts across task contexts exposing the mental noise of trait neuroticism. *Nature Communications*, 11(1), 3480.

Optional

- Khona, M., & Fiete, I. R. (2022). Attractor and integrator networks in the brain. *Nature Reviews Neuroscience*, 23(12), 744-766.

Week 6. Dreams as memory's workshop (Feb 11)

- Budson, A. E., & Paller, K. A. (2025). Memory, Sleep, Dreams, and Consciousness: A Perspective Based on the Memory Theory of Consciousness. *Nature and Science of Sleep*, 1957-1972.
- Giambra, L. M. (1980). A factor analysis of the items of the imaginal processes inventory. *Journal of clinical psychology*, 36(2), 383-409. [**skim this one**]
- Paller, K. A., Creery, J. D., & Schechtman, E. (2021). Memory and sleep: how sleep cognition can change the waking mind for the better. *Annual Review of Psychology*, 72(1), 123-150.
- Tal, A., Schechtman, E., Caughran, B., Paller, K. A., & Davachi, L. (2024). The reach of reactivation: Effects of consciously triggered versus unconsciously triggered reactivation of associative memory. *Proceedings of the National Academy of Sciences*, 121(10), e2313604121.

---- **Reading week (Feb 16-20)** ----

Week 7. Memory in the Flow of Time (Feb 25)

- Baldassano, C., et al. (2017). Discovering event structure in continuous narrative perception and memory. *Neuron*, 95, 709–721.
- Rummel, J., & Kvavilashvili, L. (2023). Current theories of prospective memory and new directions for theory development. *Nature Reviews Psychology*, 2(1), 40-54.
- Schacter, D. L., Addis, D. R., & Szpunar, K. K. (2017). Escaping the past: Contributions of the hippocampus to future thinking and imagination. In *The hippocampus from cells to*

systems: Structure, connectivity, and functional contributions to memory and flexible cognition (pp. 439-465). Cham: Springer International Publishing.

Optional:

- Qasim, S. E., Fried, I., & Jacobs, J. (2021). Phase precession in the human hippocampus and entorhinal cortex. *Cell*, 184(12), 3242-3255.
- Wittmann, M. (2009). The inner experience of time. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 364(1525), 1955-1967.

Week 8. The texture of remembering (Mar 4)

- Blaney-Gale, T. (2025). *Beyond episodic memory: An empirical characterization of declarative memory phenomenology*. [Master's thesis: Queen's University] **[focus on the intro and discussion]**
- Chiorri, C., & Vannucci, M. (2024). The subjective experience of autobiographical remembering: Conceptual and methodological advances and challenges. *Journal of Intelligence*, 12(2), 21.
- Tulving, E. (2002). Episodic memory: From mind to brain. *Annual Review of Psychology*, 53, 1–25.

Optional:

- Levine, B., Svoboda, E., Hay, J. F., Winocur, G., & Moscovitch, M. (2002). Aging and autobiographical memory: dissociating episodic from semantic retrieval. *Psychology and aging*, 17(4), 677.

■ *Deadline: Written proposal draft (1 hour before class)*

Week 9. Where memory goes, mind goes (Mar 11)

- Damiani, S., Donadeo, A., Bassetti, N., Salazar-de-Pablo, G., Guiot, C., Politi, P., & Fusar-Poli, P. (2022). Understanding source monitoring subtypes and their relation to psychosis: a systematic review and meta-analysis. *Psychiatry and Clinical Neurosciences*, 76(5), 162-171.
- Depue, B. E., Burgess, G. C., Willcutt, E. G., Ruzic, L., & Banich, M. (2010). Inhibitory control of memory retrieval and motor processing associated with the right lateral prefrontal cortex: evidence from deficits in individuals with ADHD. *Neuropsychologia*, 48(13), 3909-3917.
- Sumner, J. A., Griffith, J. W., & Mineka, S. (2010). Overgeneral autobiographical memory as a predictor of the course of depression: A meta-analysis. *Behaviour research and therapy*, 48(7), 614-625.

Optional

- Grober, E., Hall, C. B., Lipton, R. B., Zonderman, A. B., Resnick, S. M., & Kawas, C. (2008). Memory impairment, executive dysfunction, and intellectual decline in preclinical Alzheimer's disease. *Journal of the International Neuropsychological Society*, 14(2), 266-278.
- Varma, M. M., Zeng, S., Singh, L., Holmes, E. A., Huang, J., Chiu, M. H., & Hu, X. (2024). A systematic review and meta-analysis of experimental methods for modulating intrusive memories following lab-analogue trauma exposure in non-clinical populations. *Nature human behaviour*, 8(10), 1968-1987.

Week 10. Optimal memory, in a world that remembers everything (Mar 18)

- Wagner, I. C., Konrad, B. N., Schuster, P., Weisig, S., Repantis, D., Ohla, K., ... & Dresler, M. (2021). Durable memories and efficient neural coding through mnemonic training using the method of loci. *Science advances*, 7(10), eabc7606.
- Roberts, B. R., Pruin, J., Bainbridge, W. A., Rosenberg, M. D., & Debettencourt, M. T. (2025). Memory augmentation with an adaptive cognitive interface. *Psychonomic Bulletin & Review*, 32(2), 875-886.
- Noh, S. M., Bjork, R. A., & Preston, A. R. (2024). General knowledge and detailed memory benefit from different training sequences. *Journal of Applied Research in Memory and Cognition*, 13(3), 329.

Optional:

- Saxe, A. M., Bansal, Y., Dapello, J., Advani, M., Kolchinsky, A., Tracey, B. D., & Cox, D. D. (2019). On the information bottleneck theory of deep learning. *Journal of Statistical Mechanics: Theory and Experiment*, 2019(12), 124020.

Week 11. Memory materiality (Mar 25)

- Clark, A., & Chalmers, D. J. (1998). The extended mind. *Analysis*, 58(1), 7–19.
- Risko, E. F., & Gilbert, S. J. (2016). Cognitive offloading. *Trends in cognitive sciences*, 20(9), 676-688.
- Eliseev, E. D., & Marsh, E. J. (2021). Externalizing autobiographical memories in the digital age. *Trends in Cognitive Sciences*, 25(12), 1072-1081.
- Hoskins, A. (2024). AI and memory. *Memory, Mind & Media*, 3, e18.

Optional:

- Martin, C. B., Hong, B., Newsome, R. N., Savel, K., Meade, M. E., Xia, A., ... & Barense, M. D. (2022). A smartphone intervention that enhances real-world memory and promotes differentiation of hippocampal activity in older adults. *Proceedings of the National Academy of Sciences*, 119(51), e2214285119.
- Webb, H. C. (2017). People Don't Forget: The Necessity of Legislative Guidance in Implementing a US Right to Be Forgotten. *Geo. Wash. L. Rev.*, 85, 1304.

Week 12. Proposal presentations (Apr 1)

No reading assigned.

- *Deadlines: Have your proposal pitch ready and complete the Qlicker access test (see below).*
- *Final written proposal is due Apr. 6 at 5pm.*

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 core theories and concepts regarding memory and consciousness, including different memory systems, consolidation processes, and models of how memory is organized, and describe how these theories account for interplay between mind and memory.
2. Critically analyze landmark findings in memory research (e.g., classic experiments on forgetting, reconsolidation, mind-wandering, etc.), evaluating the evidence and reasoning in scholarly articles and identifying strengths, weaknesses, and implications of each study.
3. Compare and contrast competing frameworks of memory function, such as multiple memory systems theories, temporal context models, consolidation theories, and attractor network models, and discuss how each framework contributes to our understanding of the entanglement between mind and memory.
4. Identify and appraise advanced methodologies used in contemporary memory research (e.g., neuroimaging and machine learning approaches to study sleep and memory, eye-tracking in cognitive tasks, or meta-analytic techniques), and explain how these methods can provide insights into mind and memory (appropriately recognizing their limitations).
5. Communicate complex ideas effectively in both written and oral formats, summarizing research literature, presenting scientific ideas to peers, and contributing to discussions.
6. Integrate and synthesize knowledge across different topic areas of the course to formulate meaningful connections (e.g., how memory mechanisms may influence phenomena like

imagination, mental time travel, or mental health outcomes), ultimately developing a cohesive perspective on how memory guides and constrains conscious thought.

7. Formulate a novel research question (or set of questions) related to the interplay of mind and memory, grounded in gaps or unresolved issues in the existing literature, and design an experimental approach or methodology to investigate this question in a rigorous way.
8. Compose and defend a concise, grant-style research proposal that articulates the background (literature review), hypothesis, proposed methods, and expected implications of a memory research study. This proposal will follow professional formatting guidelines (NSERC format) and demonstrate the ability to argue for the significance and feasibility of the research plan orally and in writing.

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

The current course relies exclusively on course reserves. There is no textbook.

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.

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.

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 **Q376PL** to register with this course). Your responses never leave university servers. You will use this website in the final (proposal talk) week, and possibly others; please sign into the system in advance of class that week and complete the test question to ensure you are prepared to use it.

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 this 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 Instructor

The instructor'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 420" in the subject line.
- Email should NOT 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	Deadline	Alignment with CLOs	Weighting
Participation	Class	1-5	20%
Discussion board	1hr before each class	1-4	10%
Content presentation	TBD	5	20%

Written proposal draft	Mar 4 (1hr before class)	5-8	10%
Proposal pitch	Apr. 1 (in class)	5-8	20%
Written proposal final	Apr. 6 (5pm)	5-8	20%

Total 100%

Class Participation (10 x 2% = 20%)

Seminar classes are designed for discussion, and a substantial component of your grade reflects this. It's a small group, so these will largely feel like conversations. I expect students to attend all classes if possible, as this will ensure a more comprehensive understanding of the broader topic. However, students can miss up to two classes (1/6th of our classes) without penalty.

Discussion Board Posts (10 x 1% = 10%)

Prior to class, you are asked to write a comment on the class discussion board outlining your individual thoughts on each paper assigned for that week. These submissions are due *before* class to encourage adherence to the reading schedule, as well as to encourage your own independent thinking (developing ideas before we engage the material as a group). You will need to complete all 10 of these over the course of the class to get full credit. The comment and format constraints for your responses is very loose: You can also highlight something that you thought was good about one or other of the papers that we read, a parallel between a paper and one from a prior week, a connection between the paper and something in your life, or best of all, ideas or inspiration the paper gave you about research topics. Each comment should be at least three sentences long, but feel free to wax poetic and write as much as you would like, if so inspired. Your comments must, however, be submitted *before class* on onQ. Because of the preparatory nature of the assignment, late comments will not be awarded course credit. However, as with participation absences, students can miss up to two posts (1/6th) without penalty.

Content presentation (1 x 20% = 20%)

“Content” presentations will take place between weeks 2-11, with specific dates to be scheduled for each student during first week of classes. If you join the class late, please contact me to arrange a date. This presentation will consist of a five-minute presentation about a peer-reviewed journal article or book chapter of your choosing. It may contain primary research, theory, opinion, or a review. Selection and distribution of the paper will itself make up a quarter of your first presentation grade. You will be evaluated based on the quality of the contribution your paper makes to understanding of the current or prior week's topic, above and beyond the papers already allocated (i.e., relevance, novelty, and alignment with course themes); as well as based on timely distribution of a citation and link to the presentation paper via the onQ discussion board at least 1 week before class (or 1 day in advance for week 2 presentations). Content presentation papers are optional reading for the group, so please frame your presentation as though presenting to a naïve group of domain experts.

In your presentation, the goal is to communicate the findings of the article or the aim of your proposal in a clear and engaging manner. You don't *need* to produce a slideshow, although often this can help you give a clearer, more timely presentation. After your five-minute presentation, you will guide up to five minutes of group conversation. You will be graded on both the presentation and the extent to which you led the discussion in a way that encouraged

thoughtful participation. While group discussion timing is more flexible, you will be penalized if you run over your allocated talk time by more than 1 minute, so please be sure to practice and time your talk. A rubric will be supplied.

Written proposal (first draft in Week 8 = 10%; final paper grade = 20%).

A 1-page research proposal is due at the end of term. Your grant will propose a primary research experiment aimed at extending our understanding of a question on a topic of your choice relevant to one or more units of the class. This will follow an NSERC research grant proposal (as required by MA or PhD scholarship applications) and is designed to help you develop an idea and gain practice and feedback about the grant-writing process. You will be submitting a first draft of the paper, and feedback will be provided. More detailed information will follow in class. This should include references formatted in APA style (references are not included in the word limit). It must be formatted in 12-point Times font with single spacing and half-inch margins. First draft due: 1 hour before class on Mar. 4. Your final paper is due the Monday after our final class (April 6 at 5pm). A rubric will be supplied.

Proposal pitch (1 x 20% = 20%)

In the final class, all students will pitch their grant to the PSYC420 “funding agency” comprised of me and your peers. For this presentation, it is not necessary to distribute materials in advance; frame your talk as though presenting to a panel of domain experts who are deciding which research projects to supply funding to. As with your content presentation, 5 minutes are allocated for your talk, with penalties applying to talks exceeding this amount by more than 1 minute.

At the end of all the proposal talks, to capture the importance of selling your ideas in a crowded intellectual space, as well as the thought process of a reviewer, each student will be asked to anonymously “fund” 10 of the 25 projects presented using the Qlicker online platform (code Q376PL; must bring an internet-capable device). Each project’s funding results will be tallied and the “funded” grants revealed. The class will then discuss each grant as a panel, discussing the aggregate voting results, discussing merits and limitations of its core idea, potentially arguing to keep or change the funding result, and providing feedback to each student that they may use in their final written proposal. Students will not be graded based on the voting outcome, but *will* be evaluated based on the quality, thoughtfulness, and fairness of their contribution to the funding discussion. A rubric will be supplied.

Proctored Exams

There will be no exams or midterms in this course.

Assignment Submission Policy

Grant proposal assignments have a built-in three-day grace period, which aligns with the Faculty of Arts and Science’s policy for Academic Considerations. If you have extenuating circumstances when a submission is due, and these circumstances will last up to three (3) days, you can use the grace period without applying for formal Academic Considerations through the Portal. The grace period is automatically applied to papers submitted up to three (3) days late. However, if your circumstances will last more than three (3) days and you have documentation, please use the Academic Considerations Portal.

Students with letters of accommodation should, if possible, confirm the implementation of their accommodations prior to the listed due date. Please see the “Accommodations for Disabilities” section of this syllabus for more information.

Late proposals beyond the grace period (without long-term Considerations or Accommodations) for the papers and without approved Considerations or Accommodations will be penalized 5% per day (or part thereof) that it is late, including weekends, unless arrangements have been made.

Penalties for late submissions will be assessed based on the electronic timestamp of their final submission time. No submissions will ordinarily be accepted beyond the end of term. Please see the Academic Considerations for Students with Extenuating Circumstances and Accommodations for Disabilities sections of the syllabus for information about exceptions.

Policy Review of Graded Work

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

- Your name, student number, and the grade item you wish to dispute.
- 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.

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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