

SYLLABUS

PSYC 450

Advanced Topics in Developmental Psychology:
Neurobiology of Socio-Emotional Development in Adolescence
Fall 2020

Instructor: Michele Morningstar, Ph.D.

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Office Hours:

Thursdays 10am-11am (on MS Teams), or by appointment

Course description

Adolescence is a developmental stage characterized by drastic changes in body, brain, and behaviour. Such changes influence how teenagers perceive and interpret their social environments, how they navigate their emotional experiences, and how they behave in social contexts. This course will examine how developmental neuroscience research has informed our knowledge of social and emotional development in adolescence. We will discuss the models and methods that have been used to describe and assess various aspects of teenagers' lived experience. Lastly, we will discuss whether and how findings from research on adolescence can inform policies and interventions geared towards youth.

Learning outcomes

In this course, you will learn to:

1. Investigate the interrelated changes in brain structure/function, social behaviour, and emotional processing that occur during adolescence;
2. Appraise strengths and weaknesses of models and methods used to understand social and emotional development in adolescence;
3. Propose strategies for leveraging knowledge about adolescent development to inform policies, programs, and interventions concerning youth;
4. Practice competencies in critical thinking and experimental research design.

These learning outcomes (LOs) will be assessed through evaluation of:

- Your conceptual understanding of the material, via weekly quizzes (20%; LO 1-4);
- Your ability to describe, critique, and expand on the material, via discussion board posts (50%; LO 1, 2, and 4);
- Your ability to synthesize and apply the material, via a take-home essay exam (30%; LO 3 and 4).

Acquiring knowledge about developmental neuroscience findings, developing critical thinking skills, and practicing your capacity to apply your knowledge to propose concrete real-world solutions will likely transfer to other aspects of your life. For instance, these are all skills that are highly valued in careers in health services, psychological intervention, academia, education, and social policy, amongst others.

Course materials and timeline

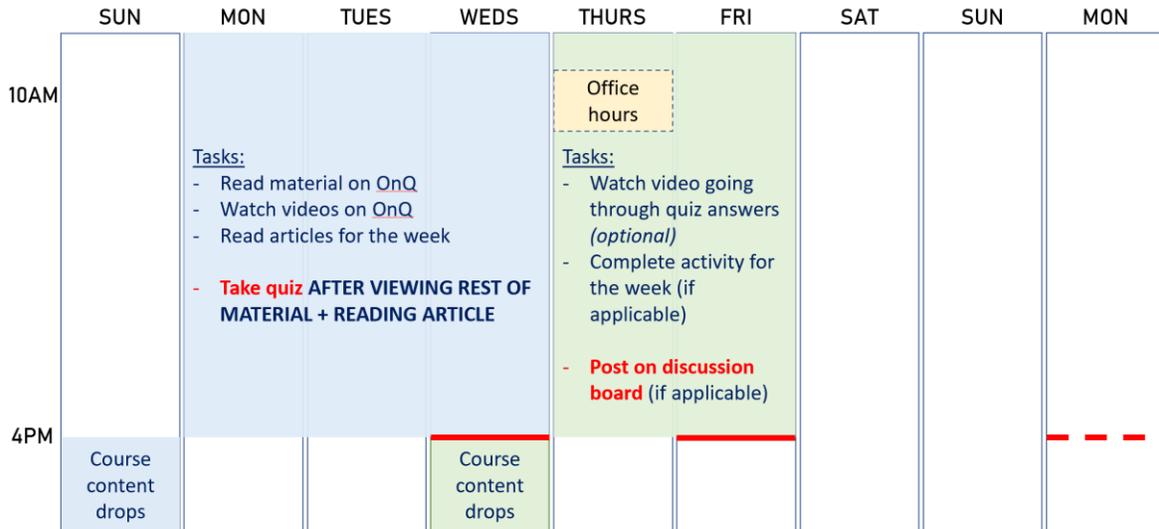
Week	Topic	Readings # (see below)	Activity (if applicable)	Assessment
WEEK 1 Sept. 8	Introduction: Adolescence	1		Quiz 1
WEEK 2 Sept. 14	Hormonal and structural brain maturation	2, 3		Quiz 2
WEEK 3 Sept. 21	Functional brain maturation	4, 5, 6		Quiz 3
WEEK 4 Sept. 28	Social re-orientation	7, 8		Quiz 4
WEEK 5 Oct. 5	Risk-taking	9, 10	<u>Activity 1:</u> Questionnaire	Quiz 5 Discussion post 1
WEEK 6 Oct. 12	Reward sensitivity	11, 12	<u>Activity 2:</u> Doors	Quiz 6 Discussion post 2
WEEK 7 Oct 19	Emotion sensitivity	13, 14	<u>Activity 3:</u> Dot probe	Quiz 7 Discussion post 3
Fall break				
WEEK 8 Nov. 2	Social cognition	15, 16	<u>Activity 4:</u> Emotion recognition	Quiz 8 Discussion post 4
WEEK 9 Nov. 9	Peer influences on behaviour	17, 18	<u>Activity 5:</u> Driving game	Quiz 9 Discussion post 5
WEEK 10 Nov. 16	Risk for psychopathology	19, 20	<u>Activity 6:</u> Chatroom	Quiz 10 Discussion post 6
WEEK 11 Nov. 23	Identity formation	21, 22		Quiz 11
WEEK 12 Nov. 30	Policies & interventions	23, 24, 25		Quiz 12
EXAM PERIOD				Take-home exam

Weekly schedule

Course content for the week (video content, text content, article(s), quiz) opens on Sundays at 4pm. You have until Wednesday 4pm to go through the course material, including the weekly quiz. A second segment of course content (quiz review, activity [when applicable]) opens on Wednesdays at 4pm. You have until Friday 4pm (soft deadline) to complete the activity and your discussion post, when applicable.

There may be a time when you are unable to complete a quiz/discussion board post for personal reasons. This course has been designed with accommodations in mind.

- ❖ You may drop 2 of 12 quizzes automatically.
- ❖ You can opt out of 1 discussion board post (scheduled ahead of time; see below).
- ❖ The deadline for discussion board posts can be automatically extended by 72 hours, without needing to email me or connect with Queen's Student Accommodation Services (QSAS). The hard deadline for discussion posts is therefore Monday 4pm. Posts submitted after the hard deadline will not be considered. Should you need more than 72 hours to complete your discussion post, you should connect with QSAS (see details about this procedure below and in course materials).



Red lines represent deadlines. *The walk-through of all the tasks you should complete will be posted each week in OnQ to help you navigate the online content.*

Reading list

There is no textbook in this class. Instead, you will be asked to read 1-3 articles each week. One of these articles will be a review paper providing an overview of the week's topic or introducing a model of adolescent development. The other paper(s) are experimental paper(s) providing an example of a research study examining the topic in question. You do not need to memorize any details in these papers: the goal is for you to read it closely enough to have a good conceptual understanding of the material. The quizzes will assess your understanding each week, and prompt you to think critically about the articles. In addition, these papers will help you craft discussion posts (when applicable) and will inform the material you present in your take-home essay exam. *Links to all readings will be provided in OnQ. You may need to use your Queen's NetID to access them through the library.*

Week 1 (Sept. 8):

1. Dahl, R.E., Allen, N.B., Wilbrecht, L., & Suleiman, A.B. (2018). Importance of investing in adolescence from a developmental science perspective. *Nature*, 554, 441-450.

Week 2 (Sept. 14):

2. Peper, J.S., & Dahl, R.E. (2013). The teenage brain: Surging hormones--brain-behavior interactions during puberty. *Current Directions in Psychological Science*, 22(2), 134-139.
3. Shaw, P., Noor, J.K., Lerch, J.P., Eckstrand, K., Lenroot, R., Gogtay, N., Greenstein, D., Clasen, L., Evans, A., Rapoport, J.L., Giedd, J.N., & Wise, S.P. (2008). Neurodevelopmental trajectories of the human cerebral cortex. *The Journal of Neuroscience*, 28(14), 3586-3594.

Week 3 (Sept. 21):

4. Dai, J., & Scherf, S. (2019). Puberty and functional brain development in humans: Convergence in findings? *Developmental Cognitive Neuroscience*, 39, 100690.
5. Fair, D.A., Cohen, A.L., Dosenbach, N.U.F., Church, J.A., Miezin, F.M., Barch, D.M., Raichle, M.E., Petersen, S.E., & Schlaggar, B.L. (2008). The maturing architecture of the brain's default network. *Proceedings of the National Academy of Sciences of the United States of America*, 105(10), 4028-4032.
6. Klapwijk, E.T., Goddings, A.-L., Burnett Heyes, S., Bird, G., Viner, R.M., & Blakemore, S.-J. (2013). Increased functional connectivity with puberty in the mentalising network involved in social emotion processing. *Hormones and Behavior*, 64(2), 314-322.

Week 4 (Sept. 28):

7. Nelson, E.E., Jarcho, J.M., & Guyer, A.E. (2016). Social re-orientation and brain development: An expanded and updated view. *Developmental Cognitive Neuroscience, 17*, 118-127.
8. Gee, D.G., Gabard-Durnam, L., Telzer, E.H., Humphreys, K.L., Goff, B., Shapiro, M., Flannery, J., Lumian, D.S., Fareri, D.S., Caldera, C., & Tottenham, N. (2014). Maternal buffering of human amygdala-prefrontal circuitry during childhood but not during adolescence. *Psychological Science, 25*(11), 2067-2078.

Week 5 (Oct. 5):

9. Shulman, E.P., Smith, A.R., Silva, K., Icenogle, G., Duell, N., Chein, J., & Steinberg, L. (2016). The dual systems model: Review, reappraisal, and reaffirmation. *Developmental Cognitive Neuroscience, 17*, 103-117.
10. Mills, K.L., Goddings, A.-L., Clasen, L.S., Giedd, J.N., & Blakemore, S.-J. (2014). The developmental mismatch in structural brain maturation during adolescence. *Developmental Neuroscience, 36*, 147-160.

Week 6 (Oct. 12):

11. Galván, A. (2010). Adolescent development of the reward system. *Frontiers in Human Neuroscience, 4*, 1-9.
12. Braams, B.R., van Duijvenvoorde, A.C.K., Peper, J.S., & Crone, E.A. (2015). Longitudinal changes in adolescent risk-taking: A comprehensive study of neural responses to rewards, pubertal development, and risk-taking behavior. *Journal of Neuroscience, 35*(18), 7226-7238.

Week 7 (Oct. 19):

13. Somerville, L.H., Jones, R.M., & Casey, B.J. (2010). A time of change: behavioral and neural correlates of adolescent sensitivity to appetitive and aversive environmental cues. *Brain and Cognition, 72*(1), 124-133.
14. Guyer, A.E., Monk, C.S., McClure-Tone, E.B., Nelson, E.E., Roberson-Nay, R., Adler, A.D., Fromm, S.J., Leibenluft, E., Pine, D.S., & Ernst, M. (2008). A developmental examination of amygdala response to facial expressions. *Journal of Cognitive Neuroscience, 20*(9), 1565-1582.

Week 8 (Nov. 2):

15. Kilford, E.J., Garrett, E., & Blakemore, S.-J. (2016). The development of social cognition in adolescence: An integrated perspective. *Neuroscience & Biobehavioral Reviews, 70*, 106-120.
16. Sebastian, C.L., Fontaine, N.M.G., Bird, G., Blakemore, S.-J., De Brito, S.A., McCrory, E.J.P., & Viding, E. (2012). Neural processing associated with cognitive and affective Theory of Mind in adolescents and adults. *Social Cognitive and Affective Neuroscience, 7*(1), 53-63.

Week 9 (Nov. 9):

17. Schriber, R.A., & Guyer, A.E. (2016). Adolescent neurobiological susceptibility to social context. *Developmental Cognitive Neuroscience, 19*, 1-18.
18. Chein, J., Albert, D., O'Brien, L., Uckert, K., & Steinberg, L. (2010). Peers increased adolescent risk taking by enhancing activity in the brain's reward circuitry. *Developmental Science, 14*(2), F1-F10.

Week 10 (Nov. 16):

19. Paus, T., Keshavan, M., & Giedd, J.N. (2008). Why do many psychiatric disorders emerge during adolescence? *Nature Reviews Neuroscience, 9*, 947-957.
20. Silk, J.S., Siegle, G.J., Hwa Lee, K., Nelson, E.E., Stroud, L.R., & Dahl, R.E. (2014). Increased neural response to peer rejection associated with adolescent depression and pubertal development. *Social Cognitive and Affective Neuroscience, 9*(11), 1798-1807.

Week 11 (Nov. 23):

21. Pfeifer, J.H., & Peake, S.J. (2012). Self-development: Integrating cognitive, socioemotional, and neuroimaging perspectives. *Developmental Cognitive Neuroscience, 2*(1), 55-69.
22. Guassi Moreira, J.F., Van Bavel, J.J., & Telzer, E.H. (2017). The neural development of 'us and them'. *Social Cognitive and Affective Neuroscience, 12*(2), 184-196.

Week 12 (Nov. 30):

23. Suleiman, A.B., & Dahl, R.E. (2017). Leveraging neuroscience to inform adolescent health: The need for an innovative transdisciplinary developmental science of adolescence. *Journal of Adolescent Health, 60*(3), 240-248.
24. Steinberg, L. (2009). Adolescent development and juvenile justice. *Annual Review of Clinical Psychology, 5*, 459-485.
25. Qu, Y., Jorgensen, N.A., & Telzer, E.H. (2020). A call for greater attention to culture in the study of brain and development. *Perspectives on Psychological Science, ePub*, 1-11.

Grading scheme and grading method

Assessments	% of grade	Due date
Weekly quizzes	20%	Every Wednesday 4pm (drop 2 of 12)
Discussion board posts	50%	Friday 4pm on Oct 5, Oct 12, Oct 19, Nov 2, Nov 9, Nov 16
Take-home exam	30%	During exam period (TBD based on exam schedule)

Weekly quizzes (20%):

There will be 12 quizzes (one each week) worth 2% each. Your best 10 quizzes will count towards your grade; you can drop 2 quizzes automatically.

Discussion board posts (50%):

For each activity you complete in the semester (see “Course materials and timeline” above), you will be asked to write a discussion board post. Posts will center on the task/measure presented in the activity. To guide the content of your post, you will be asked to play one of 6 “roles” in your response.

Discussion post “roles”	
Leader	After completing the activity for that week, your post should 1) provide a brief summary of the task demands, 2) discuss how the task (and its different conditions) was developed, drawing upon relevant literature, 3) summarize the task’s use, and what it is purported to measure.
Researcher	Your post should 1) present an article that uses this task or a similar task, and 2) present that article’s research question, hypotheses, methods used, and results. The article should not be part of the course readings (i.e., it should be a new article that the class hasn’t read yet).
Theorist	Your post should 1) identify the construct measured by the task, and 2) determine whether this construct has been found to change across adolescence (and how), drawing upon relevant literature.
Technician	Your post should 1) present evidence for the reliability and validity of the task (or similar tasks), drawing upon relevant literature, and 2) discuss how limitations on the reliability and validity of the task, if applicable, affect interpretation of results of studies that use this task.
Developer	Your post should 1) identify a weakness in the task, and 2) propose a way to improve the task, so that it better measures the construct it is assessing, drawing upon relevant literature.
Quiet kid at the back of class	You should complete the activity, but you do not have to post this week.

You should play each “role” once in the semester. You will be able to schedule when you want to play each role, via OnQ. One of the “roles” allows you to drop one week. If you know you will be away or busy one week, schedule your “drop week” then! The remaining 5 posts will count towards your grade (worth 10% each). **Posts should be long enough to contain all the information noted above; there is no word minimum or maximum, but you should aim for 300-500 words per post.**

Take-home exam (30%):

The take-home exam will be in essay format. Instructions will be provided at the beginning of the exam period.

Grading method

In this course, some components will be graded using numerical percentage marks. Other components will receive letter grades, which for purposes of calculating your course average will be translated into numerical equivalents using the Faculty of Arts and Science approved scale. Your course average will then be converted to a final letter grade according to Queen's Official Grade Conversion Scale.

Arts & Science Letter Grade Input Scheme

Assignment mark	Numerical value for calculation of final mark
A+	93
A	87
A-	82
B+	78
B	75
B-	72
C+	68
C	65
C-	62
D+	58
D	55
D-	52
F48 (F+)	48
F24 (F)	24
F0 (0)	0

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

Grading policy

Quiz scores will be posted by Sunday 4pm each week. Discussion board posts will be graded within 7 business days. If you feel the grade you have received does not reflect the work you turned in, you may ask for your assignment to be graded again **by providing written justification within 7 days of receiving your mark**. You must explain, in detail, why you think your grade should be adjusted, based on the rubric guidelines posted in onQ. If your assignment is regraded, understand that your grade may be higher or lower than your first mark. The second grade is final.

Location and timing of final examination

The final exam will be a take-home essay exam. The exam will be released one week prior to the exam date scheduled by the Faculty of Arts and Science. The exam dates for each Term are listed in the Faculty of Arts and Science webpage under "[Important Dates](#)." Student exam schedules for the Fall Term are posted via SOLUS immediately prior to the Thanksgiving holiday. **Students should delay finalizing any travel plans until after the examination schedule has been posted. The exam due date will not be moved or deferred to accommodate employment, travel/holiday plans or flight reservations.**

Academic integrity

Queen's students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values 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 (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1>), on the Arts and Science website (see <https://www.queensu.ca/artsci/students-at-queens/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

A departure from academic integrity is any form of academic dishonesty that could result in you, or others, gaining an unearned advantage over other students. It compromises and violates the University's core values of academic integrity. If you aren't sure whether something is acceptable or not, always ask your instructor. Here are some examples of departures from academic integrity:

<p>Plagiarism Presenting another's ideas or phrasings as one's own without proper acknowledgement</p>	<ul style="list-style-type: none"> - Copying and pasting from the internet, a printed source, or other resource without proper acknowledgement - Copying from another student - Using direct quotations or large sections of paraphrased material in an assignment without appropriate acknowledgement - Submitting the same piece of work in more than one course without the permission of the instructor(s)
<p>Use of unauthorized materials</p>	<ul style="list-style-type: none"> - Possessing or using unauthorized study materials or aids during a test - Copying from another's paper - Unauthorized removal of materials from the library, or deliberate concealment of library materials
<p>Facilitation Enabling another's breach of academic integrity</p>	<ul style="list-style-type: none"> - Making information available to another student - Knowingly allowing one's essay or assignment to be copied by someone else - Buying or selling of term papers or assignments and submitting them as one's own for the purpose of plagiarism
<p>Forgery Submitting counterfeit documents or statements</p>	<ul style="list-style-type: none"> - Creating a transcript or other official document
<p>Falsification Misrepresentation of one's self, one's work or one's relation to the University</p>	<ul style="list-style-type: none"> - Altering transcripts or other official documents relating to student records - Impersonating someone in an examination or test - Submitting a take-home examination written, in whole or in part, by someone else - Fabricating or falsifying laboratory or research data

Acknowledging sources: Make sure you are citing sources adequately. APA style is preferred (for a helpful primer on APA style, see: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

These websites can help you make sure that you are able to write things in your own words:

- <https://www.queensu.ca/academicintegrity/students/avoiding-plagiarismcheating>
- <https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing>
- http://writing.wisc.edu/Handbook/QPA_paraphrase.html

Group work: You are permitted to work with a partner or in groups of 3 to encourage collaboration, cooperation, and collective learning on activities and discussion board posts. You are not permitted to share answers among large groups or as a tutorial group. You must work independently on quizzes and the take-home exam. You must not share or post quiz questions or answers with anyone, in or out of the course.

Turnitin: 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 to 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 plagiarism. Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Turnitin compares submitted files against its extensive database of content, and produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. 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 Pledge, Privacy Policy, and Terms of Service](#), which governs users' relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen's Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For further information about how you can exercise control over cookies, see [Turnitin's Privacy Policy](#). Turnitin may provide other services that are not connected to the purpose for which Queen's University has engaged Turnitin. Your independent use of Turnitin's other services is subject solely to Turnitin's Terms of Service and Privacy Policy, and Queen's University has no liability for any independent interaction you choose to have with Turnitin.

General course technology requirements

To best participate in the course, the following technology specifications are encouraged.

Web browsers: onQ performs best when using the most recent version of the web browsers, Chrome or Firefox. Safari and Edge are strongly discouraged as these web browsers cause issues with onQ.

Internet speed: While wired internet connection is encouraged, we recognize that students may be relying on a wireless connection. A minimum download speed of 10 Mbps and up to 20 Mbps for multimedia is recommended. To test your internet speed, <https://www.speedtest.net/>

For technology support ranging from setting up your device, issues with onQ to installing software, contact ITS Support Centre: <https://www.queensu.ca/its/itsc>

Additional tools: You will need a PDF reader to access the articles on the reading list. You may also need headphones to complete the activities on external websites.

Copyright of course materials

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.

Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this material for distribution (e.g. uploading material to a commercial third-party website) can lead to a violation of Copyright law. Find out more about copyright here: <http://library.queensu.ca/copyright>

Privacy statement regarding external website

This course makes use of external websites, such as lab.js.org, for the delivery of course activities (e.g., to allow you to try out some of the tasks that are commonly used in developmental neuroscience). Be aware that by logging into the site, you will be leaving onQ, and accessing external websites. Your independent use of these sites, *beyond what is required for the course (for example, purchasing the company's products)*, is subject to each website's terms of use and privacy policy. You are encouraged to review these documents before using the sites.

Acknowledgment of territory

Queen's University is situated on traditional Anishinaabe and Haudenosaunee Territory. To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory's significance for the Indigenous peoples who lived, and continue to live, upon it – people 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 Peoples from other Nations across Turtle Island present here today.

Accommodations for disabilities

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see <https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslwww/files/files/policies/senate-andtrustees/ACADACCOMMPOLICY2016.pdf>). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

If you have supporting documentation for accommodations, please load them into OnQ (in the “Accommodations” folder) as soon as possible.

Academic considerations for students in extenuating circumstances

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances is available at <http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>

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. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: <http://www.queensu.ca/artsci/accommodations>. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

In addition to the circumstances outlined by QSAS, I recognize that instances of social injustice can have profound effects on students' ability to complete their coursework. To that end, this course has been designed with universal design features (outlined above). **To help you navigate the accommodations process in times of distress, please consult the "Accommodations guidance" document in OnQ: it contains a primer on how to connect with QSAS and links to resources that support students' well-being on campus.**

Discussion board etiquette

In addition to discussion board posts that are assessed as part of your grade, you may want to start new discussion threads to ask questions, reflect on the material, and exchange ideas with your fellow students. **Please remember to use meaningful titles for your discussion board posts** (e.g., "question about X" rather than "question"), so that others in the class may navigate the forums easily. In addition, please remember to be courteous in your exchanges with others online. Each student brings a different lived experience from which to draw upon. To help one another learn the most we can from this experience please consider the following 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. Acknowledge the impact of oppression on the lives of other people and make sure your writing is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
6. It's OK to disagree with ideas, but do not make personal attacks.
7. Be open to being challenged or confronted on your ideas and to challenging others with the intent of facilitating growth. Do not demean or embarrass others.
8. Encourage others to develop and share their ideas.