



SOCIOLOGY 210
Social Research Methods

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Fall 2020

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TEACHING TEAM

Teaching Assistant	E-mail	Office Hours	Day	Student surnames
TBA	@queensu.ca	TBA		A-G
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COURSE DESCRIPTION

Sociology 210 introduces students to social research as an enterprise in which theories are developed, tested, and then confirmed, modified, or discarded. Social research methods are skills essential to the construction of knowledge, development of sociological theories, and the design of effective and progressive social policy. To critically evaluate the validity and quality of findings derived from social research requires a basic knowledge of the fundamentals underlying different research strategies available to social scientists. The goal of this course is to provide students with a general comprehension of sociological research methods, with the ultimate aim of training students to engage in their own research and to be critical and informed readers of published research.

The components of this course have been designed with care to maximize your opportunities to learn in an engaging and supportive environment.

We look forward to exploring the world of research methods with you.

PREREQUISITES: SOCY122 (Introductory Sociology)

COURSE FORMAT

Remote format using onQ and what's there for you:

This course is offered in a remote format using onQ. In addition to assigned weekly readings and short case study videos, there are pre-recorded lectures for students to watch (or listen to) every week. These lectures are broken into manageable chunks to allow for better comprehension of subject matter (2-4 'micro-lectures' per week). The course is structured so that weekly quizzes will help you to stay on top of course materials. Short written assignments (every second week) give you the opportunity to apply course material in a variety of ways and further cement your learning.

To assist students in getting started, watch the introductory presentation (*Introduction to SOCY210*) posted to onQ (See [Week 1 module](#)). This will provide an overview of the expectations and requirements of the course.

Additionally, students should access OnQ support by visiting <https://www.queensu.ca/onqsupport/students>. This link provides detailed information about navigating onQ that consists of, but is not limited to: accessing and viewing content, using discussion boards, submitting assignments using the assignments submission folder under "Assessments", how to take quizzes, and how to view your current grades in the course.

To ensure that students can identify weekly requirements of the course, there is a weekly module overview provided in onQ under [Content](#). The weekly overview details each week's topic, learning objectives, required readings, lectures and case study videos, and any assessments that are due that week. The weekly module overview serves as a way for students to view and complete tasks to be successful in this course.

Support to help you succeed with online learning:

I know that online learning can be challenging. This format of teaching and learning is new for most of us. It can be stressful and uncertain. To help you get started with online learning, I have posted a short presentation with *Tips for Success with Online Learning* (See [Week 1 module](#) in onQ).

To help you to identify 'what's most important' as the course proceeds, I have posted an *Outline* PDF document for each week. The weekly outline offers a list of key terms, concepts, definitions, scholars and research studies from the course materials. Some students will choose to read the weekly outline *before* they listen to lectures and read textbook chapters (as a preview); while other students will prefer to consult the outline *after* they have listened to lectures and read textbook chapters (to check they are on track). Either way, I am confident you will find these outlines helpful.

The SOCY210 teaching team is here to support your learning. To foster further understanding of the course materials, the SOCY210 teaching team will host an *optional* weekly Q&A tutorial (3:30 to 4:30 PM on Wednesdays) via MSTeams for students to address questions about course

content and assignments. Weekly office hours are offered using MSTeams (links are provided under [Office Hours and Tutorials](#) in [Content](#) in onQ). We also invite students to raise questions in the weekly [Discussion Forum](#) posted in onQ (located under [Discussions](#) in the [Communications](#) tab in onQ and also posted as a link under each week's module for your convenience).

STUDY HABITS FOR SUCCESS

Active learning requires a different set of study habits than passive learning—here are some study habits to help you succeed.

- **Preparation is key.** Make sure to devote enough time to master the module material before writing assignments. Cramming at the last minute may work for passive learning, but it does not give you enough time to build the connections across the material that you need for active learning.
- **Seek help early.** The online material contains lectures, quizzes and additional resources to get you ready for each module. Give yourself time to work through the main material and any of the additional resources when you find concepts more challenging.
- **Reading is not enough.** The most important part of active learning is that you are at the centre of your learning. Reading the online material gives you a foundation, but you need to develop the connections that come from applying the material. Some good strategies are to write a brief set of paragraphs to summarize the material, work in study groups to discuss the ideas, complete practice problems, do the quiz each week, and come to tutorial or office hours.

LEARNING OUTCOMES

Upon successful completion of this course, students should have the knowledge and skills to do the following:

1. identify both the applicability and limitations of various research methodologies;
2. demonstrate a solid knowledge of research-related issues, such as validity, reliability, and measurement error;
3. delineate important linkages between sociological theory and research methodology;
4. have the ability to formulate research problems and manageable projects;
5. design a questionnaire instrument or semi-structured interview schedule;
6. develop a sampling frame;
7. demonstrate an understanding of complex ethical issues regarding social research;
8. undertake a small-scale study and provide assistance in conducting large-scale social research; and,
9. read and constructively evaluate social research results.

ASSESSMENT OF LEARNING OUTCOMES

Assessment of learning outcomes will take place through a series of assignments (5), weekly quizzes (12), and a final examination.

COURSE MATERIALS

Required Reading

Babbie, Earl, Jason D. Edgerton, and Lance W. Roberts. 2021. *Fundamentals of Social Research* (Fifth Canadian edition). Toronto, ON: Nelson.

The textbook is available for purchase at the Campus Bookstore, online at Amazon.ca and directly from the publisher's website, Nelson.com (paper copy and e-version available). Orders for textbooks at the Campus Bookstore can be made online and the bookstore will ship textbooks to you via FedEx.

Please be advised that the literature on sociological methodology is vast and students are encouraged to read widely. I will be happy to recommend additional readings to you relevant to specific interests that you might develop in the class.

Textbook MindTap

The textbook offers MindTap. This software allows students to study with digital flashcards, listen to an audio textbook, and take quizzes. Students do not need MindTap to succeed in this course. This is an entirely optional resource available to you. Some students like having the option to listen to the audio textbook and the publishing company representative tells me digital flashcards are a popular feature with students. However, if you purchase (or loan) the textbook (paper copy or e-version) and follow the checklist of items in the Schedule posted in onQ, you will have everything you need to succeed.

Calculator

Calculators acceptable for use during quizzes, problem sets and examination are intended to support the basic calculating functions required by most Arts and Science courses. For this purpose, the use of the Casio 991 series calculator is recommended. This inexpensive calculator sells for around \$25 at the Queen's Campus Bookstore, Staples and other popular suppliers of school and office supplies.

SUGGESTED TIME COMMITMENT

Students can expect to spend approximately **9-10** hours a week in study/practice and online activity for this course.

- Readings: 1-2 hours
- Lectures: 1-2 hours (as needed)
- Case study videos: 10-20 minutes
- Problem sets: 1-2 hours (only weeks 11 & 12)
- Quiz: 10 to 20 minutes
- Discussion forum: 10-15 minutes
- Assignment: 2-4 hours (every second week)

COURSE TECHNOLOGY

Students will need access to:

- A computer
- Internet connection
- Web-browser
- lib.queensu.ca : Queen's library online Omni system to research journal articles;
- Office 365 Microsoft Teams
- Microsoft Office (PowerPoint & MSWord)
- Webcam and microphone (Most current laptop and desktop computers have built-in webcam, speaker and microphone)
- Smartphone or scanner to take picture/image of drawing (unless you draw model using MSWord).

Course materials: Course materials can be accessed via onQ. Students can locate weekly course materials by going to the weekly modules (e.g., Week 1: Introduction) under the Content section.

Accessing files in onQ: It is advised that you download lecture files (e.g., PowerPoint slides) to your computer. You will not be able to hear the audio if files are not first downloaded. To play PowerPoint slides with audio, open the file and select Play Slideshow.

Accessing quizzes in onQ: Use Google Chrome to access weekly quizzes.

Uploading assignments to onQ: Please upload assignments as MSWord files in the dropbox in the Assessments folder in onQ. If your assignment includes a drawing (in MSWord), save as a PDF and upload. If you draw a diagram by hand, take a photo with your phone and upload as an image (JPG) or save as a PDF.

SCHEDULE AND READING ASSIGNMENTS:

Topics and assigned readings are listed below. PowerPoint outlines, lectures and case study videos will be available in onQ for each weekly module (See weekly modules in onQ for details).

Weekly Module	Dates	Topic	Readings (Textbook chapters)
	7 Sept.	Labour Day	
1	8 Sept.	Introduction to the research process	1-2
2	14 Sept.	Research ethics	3
3	21 Sept.	Research design & causal logic	4
4	28 Sept.	Concepts and measurement	5
5	5 Oct.	Sampling	6
6	12 Oct.	Experiments	7
7	19 Oct.	Social surveys	8
	26-30 Oct.	Fall term reading week	
8	2 Nov.	Non-reactive research	9
9	9 Nov.	Field research and qualitative interviews	10 & 11
10	16 Nov.	Evaluation research and mixed methods	12 & 17
11	23 Nov.	Qualitative data analysis	13
12	30 Nov.	Quantitative data analysis	14-16
	10-23 Dec.	Exam period	

GRADING SCHEME

Component	Weight	Due Date
Assignments (x 5)	60%	1) Week 3 Assignment due Tuesday 29 Sept. at 6:00 PM 2) Week 5 Assignment due Tuesday 13 Oct. at 6:00 PM 3) Week 7 Assignment due Tuesday 3 Nov. at 6:00 PM 4) Week 9 Assignment due Tuesday 17 Nov. at 6:00 PM 5) Week 11 Assignment due Tuesday 1 Dec. at 6:00 PM
Weekly quizzes (x 12)	10%	Open Mondays at 10:00 AM Close Mondays at 6:00 PM (one week later)
Final Exam	30%	To be scheduled by Exams Office Exam period: 10-23 December
Total	100%	

REQUIREMENTS

Quizzes

- There are 12 quizzes, each open for one week (see above and weekly modules in onQ for dates and times). Quizzes are to be completed independently. The quizzes consist of multiple-choice questions based on the weekly material from module lectures, readings, and case study videos. You can take each quiz up to 5 times. Your highest mark will be recorded as your mark for the quiz. Each quiz is worth 1% and a maximum of 10 will count toward your grade. This means you have the option to skip two if you want but I encourage you to do all 12 to help you keep on top of course materials. Each quiz will be posted in the Weekly Quiz folder in onQ for you to retrieve and you will submit the quiz via the appropriate folder in Drop Box in onQ. **Google Chrome is recommended for accessing quizzes.**

Written Assignments

- There is a short written assignment due every second week. Assignments are designed to reinforce concepts from all aspects of the course. These assignments will help you see the utility of research methods in your respective discipline (see above and weekly modules in onQ for details and due dates). Each assignment will be posted in the Assessment folder in onQ for you to retrieve and you will submit them via the appropriate folder in Drop Box in onQ.
- **Submitting written assignments to onQ:** Students are encouraged to submit assignments as a **MSWord file**. If the assignment involves **graphics or drawings, please save as a PDF or JPG file** before uploading to onQ.

Problem Sets:

There are practice problem sets posted in weeks 11 and 12. These problem sets are available for students to practice qualitative and quantitative data analysis techniques. The problem sets are not graded.

- In week 11, you will find 2 practice problem sets posted to onQ. I recommend you complete one by Friday. If you want additional practice, have a go at the second problem set. Week 11 problem sets will help to prepare you for the Week 11 assignment.
- In week 12, you will find 6 practice problem sets posted. I recommend you complete one by Friday. If you want additional practice, have a go at any or all of the other problem sets. Week 12 problem sets will help you to gain confidence with basic statistics and to prepare for the Week 12 quiz and the final exam.

Final Exam

- The final exam offers an opportunity to apply course content and encourages students to draw on their learning from lectures, readings, case study videos, and practice problems. The final exam will consist of multiple-choice, true/false and short answer questions. The exam will be posted in the “Quiz” folder in onQ and you will submit the exam via the appropriate folder in Drop Box in onQ. The exam is designed to be completed in 1.5 hours. An additional 30 minutes is provided to build in extra time in case of technological difficulties. Thus, once you open the exam, you will have 2 hours to complete the exam (I expect most students will finish in 1.5 hours). Please note, the exam is available over a 24-hour period to give you flexibility.
- The exam is open book/notes, but it is important to review and study course content ahead of the exam date. Preparation in advance will allow you to finish in the time allotted and to produce your best quality work. The final exam must be completed on your own, not as a group activity. Evidence of collusion or cheating will be dealt with according to university policy.
- Please note that the Senate Policy on Academic Consideration for Students in Extenuating Circumstances is applicable during the final examination period. In the Faculty of Arts and Science, students who are too ill to write the examination or are experiencing extenuating circumstances are being directed to the Academic Consideration Request Portal (ACRP) to submit a request for consideration.

Assessment Accommodations

- Queen's University supports Universal Instructional Design to create more accessible learning environments. In addition to incorporating a variety of delivery methods and learning materials, this course has several academic accommodations built directly into the assessments. For most students, the assessment design incorporates extra time on assignments/tests and computer-assisted examinations.

- If you have a formal academic accommodation that goes beyond the accommodations described below, please submit your QSAS accommodation letter to the professor via email.
- **Weekly Quizzes** are done online, in a location of your choosing, and are open for one week. The quizzes take from 10 to 20 minutes to complete depending on the week. Once you start the quiz, the quiz will stay open for 30 minutes. The week-long window provides for any time accommodations as well as enough time to attend the help sessions (office hours and discussion forum posted in onQ).
- **Assignments** are completed independently. Due dates are indicated on the Schedule in onQ and on page 5 of this syllabus.
- **Final Exam** will be written during the scheduled time. We expect the exam should take students about 1.5 hours to write. We provide an extra 0.5 hour in the design of the assessment. If you require extra time for an approved accommodation, we will gladly add that to your individual quiz and final exam once you submit your QSAS accommodation letter.

Late Policy

- Written assignments are due on the specified dates. There is a 10% per day late penalty, including weekend days. Exams that are submitted late will receive a grade of zero.

GRADING METHOD

Queen's Official Grade Conversion Scale

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

Letter Grade	Percentage	Grade Point Equivalent	Description
A+	90-100	4.3	Exceptional, outstanding, and excellent / superior performance. Normally achieved by a minority of students. Work shows mastery of subject matter, offers original insight, and/or goes beyond course expectations. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
A	85-89	4.0	
A-	80-84	3.7	
B+	77-79	3.3	Very good, good, and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in another area. Work indicates a good command of the skills needed to work with course material, and full engagement with course requirements and activities.
B	73-76	3.0	
B-	70-72	2.7	
C+	67-69	2.3	Satisfactory or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter. Adequate comprehension of course material and the skills needed to work with the course material. Student has met basic requirements for completing assigned work.
C	63-66	2.0	
C-	60-62	1.7	
D+	57-59	1.3	Marginal performance. Wrote final examination and completed course requirements. Work indicates minimal command of the course materials and/or minimal participation in class activities. Some serious difficulties. Minimal pass.
D	53-56	1.0	
D-	50-52	0.7	
F	49 and below	0.0	Failure is earned by work, which after the completion of course requirements, is inadequate and unworthy of course credit toward the degree.

LOCATION AND TIMING OF FINAL EXAMINATIONS

Because our course uses online delivery (fall 2020 semester), students will write the final exam off campus and at any time during the 24-hour period specified (Exams Office will set the exam date).

CONTACTING THE TEACHING TEAM

The teaching team contact information is located on the [Homepage](#) (onQ) of the course (see [Teaching Team](#)) and on page 1 of the syllabus.

For general questions, please post to the weekly [Discussion Forum](#) (onQ). Feel free to help answer your peers' questions on the discussion forum. Most questions are answered within 24 hours (except during weekends) by the teaching team.

A weekly tutorial is offered on Wednesdays from 3:30 to 4:30 PM with your assigned teaching assistant (See page 1 of this syllabus for your assigned teaching assistant). A link (MSTeam) is posted in onQ under the module, [Office Hours and Tutorials](#). Just click on the link to join the tutorial with your teaching assistant. Attendance is *optional* and no grade is assigned to participation. Tutorials offer an opportunity for you to connect with your teaching assistant and classmates and to discuss course material and assignments. If you are unable to attend a tutorial in any given week, do not worry. We will make efforts to post a short one-page document after tutorial to summarize what was discussed and to share tips.

If you need some one-on-one help, send your assigned teaching assistant an email message and she/he will set up an appointment to connect with you via MSTeams or by telephone (whichever you prefer) during their office hours. I recommend you contact first your assigned teaching assistant as they will be leading tutorials and grading assignments (see onQ to see who your TA is and for their scheduled office hours).

To set up a meeting in advance of posted office hours, please email the member of the teaching team that you wish to meet with to schedule a meeting during their office hours. Please indicate which platform you would like to meet on – MSTeams or by phone (please include your phone number in the email). You will then receive a reply with a time and invitation link. If you try to contact the TA during office hours, please be patient. Your TA may be working with another student at the time you send your email. You will receive a response as soon as they are free to respond.

If you have questions or concerns that are personal or cannot be addressed via the discussion forums or office hours, please contact me by email (kayf@queensu.ca). I am also happy to meet with you via MSTeams or by telephone.

If you have academic accommodations, please submit your QSAS accommodation letter to me via email (kayf@queensu.ca).

EXTENSIONS

Extensions may be granted in special circumstances and at the discretion of the instructor. All requests for extensions must be accompanied by documentation from an Academic Advisor, the Wellness Centre, mental or other health professional, or similar individual.

If you are ever in doubt about whether you are eligible for an extension, please reach out to me. I would much rather hear about a case where I cannot grant an extension than not hear about a case where I can grant an extension.

COURSE FEEDBACK

At 2 points during the course students will be asked to take part in a quick survey. This feedback enables the teaching team to make any adjustments necessary to improve the online learning environment. All surveys are anonymous and directly related to activities, assessments, and other course material.

NETIQUETTE

In any course you often communicate with your peers and teaching team through electronic communication. You are expected to use the utmost respect in your dealings with your colleagues or when participating in activities, discussions, and online communication.

Here is a list of netiquette guidelines. Please read them carefully and use them to guide your communication in this course and beyond.

1. Make a personal commitment to learn about, understand, and support your peers.
2. Assume the best of others and expect the best of them.
3. Acknowledge the impact of oppression on the lives of other people and make sure your writing is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
6. It's ok to disagree with ideas, but do not make personal attacks.
7. Be open to be challenged or confronted on your ideas and challenge others with the intent of facilitating growth. Do not demean or embarrass others.
8. Encourage others to develop and share their ideas.

QUEEN'S EMAIL

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

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 behavior 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.

Plagiarism: Please note that we have had issues in the past with unintended plagiarism in this course. Regardless of how and where you retrieve information, the principles of academic integrity apply. Please visit these helpful websites to 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

ACADEMIC INTEGRITY (SHORT VERSION)

You do not need to cheat. You do not want to cheat. Very bad things will happen if you cheat. Do not cheat.

TURNITIN

Queen's University has partnered with the third-party application Turnitin to help maintain our standards of excellence in academic integrity. Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Submitted files are compared against an extensive database of content, and Turnitin 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.

CALCULATOR POLICY

As noted in Academic Regulation 9.2, "Calculators acceptable for use during quizzes, tests and examinations are intended to support the basic calculating functions required by most Arts and Science courses. For this purpose, the use of the **Casio 991 series calculator** is permitted and is the only approved calculator for Arts and Science students." However, because you will not be

writing your final exam on campus, you are welcome to use Casio 991 series or any calculator that performs basic functions (e.g., square root).

COPYRIGHT OF COURSE MATERIALS (Lectures, PowerPoint slides, syllabus, assignments)

This material is designed for use as part of SOCY210 at Queen's University and is the property of the instructor unless otherwise stated. Third party copyrighted materials (such as news articles and videos) 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>.

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.uslcwww/files/files/policies/senateandtrustees/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/>

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.uslcwww/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.

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

Instructor name: Dr. F. Kay

Instructor e-mail address: kayf@queensu.ca

OTHER GRADING MATTERS

Grade Reappraisal: Requests for a review of a grade must come at least 48 hours after an assignment is returned and within two weeks of the date the assignment was returned. If you wish to have an assignment re-graded, you may submit a written request via email outlining why you think the assignment deserves a different grade. The request must reference the Grading Scale (included in this syllabus) and the comments that the teaching team provided. I reserve the right to adjust the grade upwards or downwards.

USEFUL WEBSITES

- Tips for online learning: <https://sass.queensu.ca/working-at-home/>
- More tips for online learning:
https://www.queensu.ca/artsci_online/sites/default/files/SuccessinOnlineLearningatQueens.pdf
- Counselling Services: <https://www.queensu.ca/studentwellness/counselling-services>
- Queen's Student Accessibility Services (QSAS):
<https://www.queensu.ca/studentwellness/accessibility-services>
- Accommodations Explained: <https://www.queensu.ca/studentwellness/accessibility-services/accommodations-explained>
- Student Academic Success Services (SASS): <http://sass.queensu.ca/>
- Career Services: events, workshops, career counselling, drop-in career advising, and resources (e.g., tip sheets). Career Services also partners with organizations recruiting employees, internship and educational candidates: <https://careers.queensu.ca/>
- Peer Academic Support Service (PASS) and Academic Advising:
<https://www.queensu.ca/artsci/undergrad-students/pass-academic-advising>
- Four Directions Indigenous Student Centre at <https://www.queensu.ca/fourdirections/home>
- Ban Righ Foundation (women returning to education or continuing education while juggling family responsibilities): <https://banrighcentre.queensu.ca/services-and-programs/>
- International Centre (QUIC): <https://quic.queensu.ca/>
- Arts & Science Undergraduate Society (ASUS): <https://www.queensasus.com/>