

Course Syllabus / Course Information

General Course Information

Course: ASCX150

Course title: Learning and Working in a Digital World

Pre-requisites: Prerequisite Registration in an Arts and Science Degree Plan. Equivalency ASCX 101/3.0*.

Semester and year: Winter 2026

Number of credits: 3.0

Learning hours: 120

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

Classroom accessibility: Consult Queen's Building Accessibility (www.queensu.ca/facilities/accessibility)

Course Description

The future is uncertain. Information is expanding at an exponential rate. Jobs that were formerly done by humans are being taken over by artificial intelligence and automation. This course will ask what it means to be a human learner and worker in a rapidly changing digital world. Students will develop a transferable and flexible toolbox of skills that will prepare them to solve problems that don't yet exist.

Topics

Module	Topic
Module 1	Introduction to the Course
Module 2	Getting Stuff Done Without Being Miserable
Module 3	Learning How You Learn
Module 4	Using Knowledge with Integrity
Module 5	Developing Your Intercultural Competencies and Engaging the World
Module 6	Working in Teams
Module 7	Constructing Logical Arguments
Module 8	Telling (True) Stories with Numbers
Module 9	Are you Information Literate? Be Smart About Fake News
Module 10	What is EDII? Recognizing Human Rights, Equality & Inclusion
Module 11	Pitching Your Ideas So That People Listen

Course Learning Outcomes

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

1. Evaluate the fair and accurate presentation of qualitative and quantitative information and argumentation.
2. Understand how knowledge is created and what ethical obligations we have to the preservation and dissemination of knowledge.
3. Work in effective teams, exemplifying collaboration, and cooperation.

4. Be aware of intercultural difference and apply principles of equity and inclusion.
5. Implement a productive and healthy writing practice.
6. Establish frameworks for getting things done in ways that support curiosity, motivation, and focus.
7. Understand and be able to apply the commitments of tech stewardship.
8. Demonstrate active engagement in seminar activities through meaningful contributions to discussions, peer collaboration, and reflective responses.

Important University Dates

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

Inclusion

Land Acknowledgement

Let us acknowledge that Queen's University occupies 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 and whose practices and spiritualities are tied to the land and continue to develop in relationship to the territory and its other inhabitants today. Indigenous communities in Kingston/Katarokwi continue to reflect the area's Anishinaabe and Haudenosaunee roots. There is also a significant Métis community and 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 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

No text is required. All readings are accessed through the modules on onQ.

Educational Technologies, Help, Privacy, and Accessibility:

This course makes use of the following website(s), program(s), and/or application(s) for specific educational use/purposes.

Privacy:

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

Accessibility:

Queen’s University is committed to developing courses that are accessible. For further information on accessibility compliance of the website(s), program(s) application(s) used in the course, please consult the links below.

Software	Use	Support	Privacy	Accessibility
onQ	Online learning	Queen’s IT	Queen’s IT	Queen’s IT
Articulate 360	Online learning	Queen’s IT	Queen’s IT	Queen’s IT
Padlet	Online learning	Queen’s IT	Queen’s IT	Queen’s IT
Microsoft Teams	Collaborative learning	Queen’s IT	Queen’s IT	Queen’s IT
Microsoft Forms	Seminar Activities	Queen’s IT	Queen’s IT	Queen’s IT
Youtube	Seminar Activities	Queen’s IT	Queen’s IT	Queen’s IT
Google Docs	Seminar Activities	Queen’s IT	Queen’s IT	Queen’s IT
Feedback Fruits	Assessment	Queen’s IT	Queen’s IT	Queen’s IT

Copyright of Course Material

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

Communication

Questions about the Course and Contacting the Teaching Team

The teaching team contact information is located on the Course Home page (or from the “Teaching Team” page) on onQ.

For general questions about the course, please post to the Course Questions Forum. Throughout the course, you may have general questions about the course and assessments. If you think that your question may benefit other students, you are encouraged to post your question(s) in the Course Questions Discussion forum. Feel free to help answer your peers' questions on this forum too. The teaching team will monitor this discussion forum regularly. The teaching team will aim to respond to your questions within 24-48 hours. Any other questions that you would prefer to share privately, please contact the course instructor or the TA assigned to your section.

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.

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 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.

Employability Skills

This course has been developed to help students further enhance the following range of employability / transferable skills and behaviours:

Employability Skills	
Fundamental Skills	<ul style="list-style-type: none">• Communication• Managing information• Using numbers• Thinking and solving problems
Personal Management Skills	<ul style="list-style-type: none">• Demonstrating positive attitudes and behaviours• Being responsible• Being adaptable• Learning continuously• Working safely
Teamwork Skills	<ul style="list-style-type: none">• Working with others• Participating in projects and tasks

Timeline

The Course Timeline shows all relevant course dates, including assessments, as well as links to other important course information. As dates may change, you should consult the Timeline each time you log in to the course.

Please note that some students may see an onQ calendar for their course. However, the onQ calendar does not display all dates associated with your course assignments. For complete information on all of your assignments in this course and the start and close dates, please refer to the course Timeline. If there are discrepancies between dates in the course onQ site, the Timeline will be considered accurate. All times are in Kingston time (Eastern Time).

Weekly Workflow

STEP 1: Asynchronous Content

STEP 2: In-person Seminars

STEP 3: Assessment Submission

Suggested Time Commitment

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

Assessments

The following assessments will take place during the course. All assessments will count towards the final course grade.

Weighting and Alignment with Course Learning Outcomes (CLOs)

Assessment	Quantity	Individual / Group	Alignment with CLOs	Weighting
Weekly Writing Practice	10 (best 7 count)	Individual	1, 2, 4, 5, 6, 8	20%
Writing Portfolio and Reflection	1	Individual	1, 2, 4, 5, 6	8%
Productivity Plan	1	Individual	5, 6, 8	10%
Success Guide	1	Individual	1, 2, 5, 6	10%
Make and Break the Fake	2 Parts	Individual / Group	1, 2, 3, 5, 6, 8	20%
Group Project (Pitch Proposal)	1	Group	1, 2, 3, 4, 5, 6, 7, 8	20%
Peer Assessment of Teamwork Skills	1	Individual	3, 4, 6, 8	5%
Seminar Attendance and Participation	11	Individual	1, 3, 8	7%

Total

100%

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.

Syllabus Disclaimer: The teaching team reserves the right to adjust assessment weighting and whether students are assessed on an individual or team basis (e.g., depending on the composition of the group, exceptional circumstances, etc.). Should such adjustments take place, assessment expectations will be commensurate with the number of people on the team who are enrolled in the course.

Descriptions of Learning Activities and Assessments

All written work must be submitted via onQ in either .DOC/.DOCX or .PDF file types. Documents submitted as alternative file types, such as Pages, will not be assessed, and a zero grade will be awarded.

Weekly Writing Practice

Each week, you will be given several writing prompts to respond to. Each response will be limited to 250 words and the best 7 out of 10 submissions will count.

Writing Portfolio and Reflection

From your portfolio of collected weekly writing responses, you will choose and submit the two that you think are the 'best.' Using self-defined criteria, you will then assess your writing based on those criteria. A final reflection about your own writing practice will also be required.

Productivity Plan

Applying techniques and strategies from the course, you will create a visual productivity plan that captures your upcoming commitments for the term.

Success Guide

Here students will create an infographic that would be distributed during Orientation Week at Queen's. The infographic will be centred on a specific skill, tool, or resource that is necessary in today's digital learning environment. Through background research, the infographic will showcase its importance and its short and long-term benefits, while also addressing the potential pitfalls that exist when relying on this skill/tool/resource and how to overcome these.

Make and Break the Fake

In this assessment, you will take part in a group activity relating to fake news, weak arguments, poor qualitative data images etc. Your effective use of fundamental, personal management, and teamwork skills will be instrumental in the successful completion of this assessment.

Group Project (Pitch Proposal)

For this assessment, you will work on a project relating to educational technology development. Once in groups, you will initially develop a group charter and together, go on to create a grant proposal for a technological idea that would benefit today's learner at Queen's University. In the grant proposal, groups will not only need to describe their idea and its application, but also its potential impacts on its relationship with intercultural competencies, equity, diversity, inclusion, and/or Indigenization. By looking through the lens of a good tech steward, the proposal will suggest ways to potentially address or minimize any negative impacts this technology could create.

Peer Assessment of Teamwork Skills

Using the Team-Q survey, you will provide both self-assessment your teamwork skills and peer-assessments of the teamwork skills of the other members of your "pod." The peer feedback scores that you receive will be averaged and this will be your grade for this component. If you do not complete your

peer assessments, you will not receive your own feedback from your peers and will receive zero on this component.

Seminar Attendance and Participation

Regular attendance and active participation are essential to your learning in this course. Students are expected to attend and participate in all in-person seminars. Participation may include discussion, collaboration with peers, and individual reflection through structured active learning activities. These activities are integral to achieving the course learning outcomes and cannot be replicated outside of the seminar setting.

Students must submit any work completed during in-class activities as verification of participation. In weeks that are delivered asynchronously online, students are required to complete the assigned online participation activities.

Beginning in Week 7, students will work in assigned groups. Students who have missed three (3) or more seminars by the end of Week 6 will not be placed in a group and will therefore be ineligible to complete and submit the following assessments for credit:

- Make and Break the Fake (both components)
- Pitch Proposal (Group Project)
- Peer Assessment of Teamwork Skills

Students who have missed three (3) or more seminars by the end of Week 6 will be notified by the teaching team via email. Because students who miss multiple seminars are unable to meet key course learning outcomes, they are not permitted to advance to the group phase of the course and will therefore be unable to receive credit for this course.

If, during the group phase of the course (Weeks 7–12), a student regularly misses seminars and fails to engage with their assigned group in a way that negatively impacts the group's ability to complete group-based tasks and assessments, the instructor may, at their discretion, remove the student from the group. In such cases, the student will no longer be permitted to complete or submit group-based assessments and, as a result, may be unable to pass the course.

If absences were due to approved academic consideration or academic accommodation, students must contact the teaching team, and their circumstances will be reviewed on a case-by-case basis.

The teaching team recognizes that extenuating circumstances may arise. For grading purposes, students may miss up to two (2) of the eleven (11) seminars and still receive full participation marks (7/7).

Participation grades will be adjusted as follows if additional seminars are missed:

- Missed 3 seminars: 3.5/7
- Missed 4 seminars: 1.75/7
- Missed 5 or more seminars: 0/7

To ensure that all students understand their responsibilities and requirements, students must complete a Participation Pledge via onQ. Completion of the Participation Pledge is required for all students

enrolled in this course. Students who do not complete the Participation Pledge will not receive an Attendance and Participation grade, even if they have attended and participated in all seminars.

Students are encouraged to review Academic Regulation 6: Attendance, Course Work and Conduct (Section 6.1) in the Academic Calendar: <https://queensu-ca-public.courseleaf.com/arts-science/academic-regulations>

Course Policies

Late Written Assessment Submission Policy

All written assessments have a deadline and a corresponding grace period. The grace period is in line with Queen's policy on Academic Consideration of less than 3 days. This grace extension period is automatic for all students. Because all the written assessments have already been modified for Academic Consideration to provide compassionate flexibility, no requests for Academic Consideration (less than 3 days, without documentation) will be accepted. The conclusion of the grace period is a 'hard' deadline. Students submitting after the 'hard' grace deadline time will receive a zero for their assessment.

Please note: It is the students' responsibility to refer to the Timeline in onQ for all assessment and activity due dates/times.

Policy Review of Graded Term Work

Requests for assignment regrading may be made to the teaching team 48 hours after you have received the marked copy of your assessment, but no more than 10 days later. This applies only to assessments submitted during the term (i.e., while classes are in progress). Be sure to read the feedback you received carefully BEFORE you submit a review of graded work.

To request that your assessment be reviewed, you must include the following in your request and submit it to the appropriate Regrade Request dropbox on onQ:

- Your name, student number, and section number.
- Your reason for the request:
 - The specific aspects of your assessment that you believe were not sufficiently awarded, referring to the categories of the rubric.
 - Why you believe that your assessment meets the criteria for a higher mark for each of the categories of the rubric that you indicated above. Please make explicit reference to the detailed descriptions of each category provided in the rubric.
- A copy of the original assessment

All regrade requests must abide by these instructions. Any omission of the required documentation or information will exclude the assessment from being eligible for a regrade.

If a review of graded work results in only a slightly different final grade, the original grade will stand. Should we find an error where marks were not assigned when they should have been, or were missed in adding up the total score, or were added up incorrectly, resulting in a higher score than earned, the

grade will be changed so that it is accurate. Grades would only increase or decrease if there was evidence of an error in marking, not simply because the regrader interprets or applies the rubric slightly differently than the original grader.

The Pitch Proposal, because it is a final assessment, will follow the same rules as for a final exam, in which a student would be required to petition for a grade review should they want to request this assessment be re-evaluated (details here: <https://www.queensu.ca/artsci/undergraduate/student-services/academic-petitions-and-appeals>).

Class Attendance

Your presence and participation in class contribute to the knowledge and skills that you will develop throughout this course. I expect that you will 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>

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,

- Short term Physical or Mental Illness or Injury (stomach flu, anxiety/depression, mononucleosis, concussion, broken bones, surgery, medical treatments, etc.)
- Traumatic Event/Confidential (Bereavement, serious injury, illness or required treatment for a significant other/family member or a traumatic event such as divorce, sexual assault, social injustice, etc.)
- Requirements by Law or Public Health Authorities (court dates, jury duty, requirements to isolate, etc.)
- Significant Event (varsity athletic event, distinguished event, serving in the Reserve Forces, etc.)

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances. For more information, please see the [Senate Policy on Academic Consideration for Students in Extenuating Circumstances](#).

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.

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.

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. Queen's students, faculty, administrators and staff therefore all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility and by the quality of courage. These values and qualities are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University.

The following statements from "The Fundamental Values of Academic Integrity" (2nd edition), developed by the International Center for Academic Integrity (ICAI), contextualize these values and qualities:

1. **Honesty:** Academic communities of integrity advance the quest for truth and knowledge through intellectual and personal honesty in learning, teaching, research, and service.
2. **Trust:** Academic communities of integrity both foster and rely upon climates of mutual trust. Climates of trust encourage and support the free exchange of ideas which in turn allows scholarly inquiry to reach its fullest potential.
3. **Fairness:** Academic communities of integrity establish clear and transparent expectations, standards, and practices to support fairness in the interactions of students, faculty, and administrators.
4. **Respect:** Academic communities of integrity value the interactive, cooperative, participatory nature of learning. They honor, value, and consider diverse opinions and ideas.
5. **Responsibility:** Academic communities of integrity rest upon foundations of personal accountability coupled with the willingness of individuals and groups to lead by example, uphold mutually agreed-upon standards, and take action when they encounter wrongdoing.
6. **Courage:** To develop and sustain communities of integrity, it takes more than simply believing in the fundamental values. Translating the values from talking points into action -- standing up for them in the face of pressure and adversity — requires determination, commitment, and courage.

Students are responsible for familiarizing themselves with and adhering to the Senate regulations concerning academic integrity, along with Faculty or School specific information. Departures from academic integrity include, but are not limited to, plagiarism, use of unauthorized materials, facilitation, forgery and falsification. Actions which contravene the regulation on academic integrity carry sanctions that can range from a warning, to loss of grades on an assignment, to failure of a course, to requirement to withdraw from the university.

Use of Generative Artificial Intelligence (AI) Tools

If a student wishes to use material produced by Generative AI tools, such as ChatGPT, in their submitted work, they must receive advance permission from the course instructor. If a student does not receive instructor permission and then includes work generated by these tools in their assessment, this will constitute a Departure from Academic Integrity. If a student does receive permission from the instructor

to use such tools in their submitted work, they are required to cite the material generated by these tools. Failure to cite this material will constitute a Departure from Academic Integrity.

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

Turnitin Statement

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments through onQ to Turnitin. In doing so, students' work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarized text in this course. Data from submissions is also collected and analyzed by Turnitin for detecting Artificial Intelligence (AI)-generated text. These results are not reported to your instructor at this time but could be in the future.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. The similarity report generated after an assignment file is submitted produces a similarity score for each assignment. A similarity score is the percentage of writing that is similar to content found on the internet or the Turnitin extensive database of content. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

Please read Turnitin's [Privacy Policy](#), [Acceptable Use Policy](#) and [End-User License Agreement](#), which govern users' relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen's 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.

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