

# BIOL 103-ASO F26

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# Course Information

## General Course Information

Course: BIOL 103

Course title: Fundamentals of Biology: Organisms to Ecosystems

Term Offered: Fall 2026

Credit Weighting: 3.0 units

Delivery Mode: Online

Learning hours: 120

Prerequisites: None

## Course Description

This course explores organismal biology, from the physiology of individual organisms to the dynamics of ecosystems. Some of the material, particularly early in the course, may be familiar from high school biology. However, you will also encounter many new and fascinating aspects of biology that build on and extend that foundation. We hope you will find the course both challenging and rewarding as you develop a deeper understanding of how organisms function, interact with one another, and respond to their environments.

### Academic Calendar Description:

The origins and diversification of multicellular organisms, their form, function and adaptation to stress and a changing world. Themes and case studies include energy flow from molecules to ecosystems, organismal interactions including parasitism and disease dynamics, and the impacts of human activity.

## Topics

| Week | Module                       | Topic                                                                                  |
|------|------------------------------|----------------------------------------------------------------------------------------|
| 1    | I: Evolution and Diversity   | Introduction and Evolutionary Mechanisms                                               |
| 2    | I: Evolution and Diversity   | Evolution of populations; Origin of species; The History of Life                       |
| 3    | I: Evolution and Diversity   | Phylogeny and the Tree of Life, Unicellular Organisms, Multicellular Organisms         |
| 4    | II: Physiological Principles | Introduction to Physiology; Evolution of Multicellularity; Common Themes in Physiology |
| 5    | II: Physiological Principles | Cell signalling and Hormones; Neurons; Muscles                                         |
| 6    | II: Physiological Principles | Nervous Systems; Sensory Biology                                                       |
| 7    | III: Homeostasis             | Nutrition; Circulation and gas exchange in animals                                     |
| 8    | III: Homeostasis             | Immunity; Osmoregulation                                                               |
| 9    | III: Homeostasis             | Reproduction                                                                           |
| 10   | IV: Ecology                  | Behaviour; Ecology and the Biosphere                                                   |
| 11   | IV: Ecology                  | Population ecology; Community ecology                                                  |
| 12   | IV: Ecology                  | Ecosystems; Global change and conservation                                             |

## Course Learning Outcomes

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

1. Identify the roles of the major physiological systems in diverse animals and how they are regulated through electrical and chemical signals to achieve change or maintain homeostasis.
2. Describe the structure and function of nerves and muscles and explain how they contribute to physiological and behavioural processes.
3. Apply knowledge of tissue and organ system functioning and integration to diagnose or predict common diseases and organismal dysfunctions.
4. Discuss the mechanisms by which evolution shapes biological diversity, citing examples from the history of life captured in the fossil record, in extant diversity, or through direct observation of evolution in action.
5. Compare the nature of interactions between organisms at the level of the population, the community and the ecosystem.
6. Describe the main cycles governing the flow of nutrients and energy through communities and ecosystems and recognize the importance of ecological interactions and biodiversity in building a sustainable future.

## Important University Dates

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

## If You Enroll Late

If you enroll in this course *after* the first day of class, please do the following as soon as possible:

- Refer to the Timeline on onQ to review the activities that are scheduled and the information you need to know.
- If you enroll after the Wednesday of Week 2 and are unable to complete the Lab 1 Individual Activity by its due date, email [biol103online@queensu.ca](mailto:biol103online@queensu.ca). Use "Enrolled after the Wednesday of Week 2" as the subject line.
- All other course assessments, including virtual labs, will be due as scheduled.

## Inclusion

### Land Acknowledgement

We acknowledge that Queen's is situated on traditional Anishinaabe and Haudenosaunee territory. We are grateful to be able to live, learn and play on these lands. – [Four Directions Indigenous Student Centre, Queen's University](#).

### 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.

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

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

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

# Course Materials & Technologies

## Required Course Textbooks

| Course Textbooks                        | Edition(s)                       | Publisher      | For Purchase     | Cost                                                                                          | At Queen's Library? |
|-----------------------------------------|----------------------------------|----------------|------------------|-----------------------------------------------------------------------------------------------|---------------------|
| Campbell Biology with Mastering Biology | 4 <sup>th</sup> edition Canadian | Pearson Canada | Campus Bookstore | \$125.99 (e-text with Mastering Biology)<br><br>\$74.99 (Mastering Biology alone – no e-text) | No                  |

- An access code for MasteringBiology is **required**. Purchase of the electronic or hard copy Campbell Biology textbook is also **required** (buying the hard copy is optional if you purchase the electronic copy of the textbook).
- The textbook for this course is: Campbell Biology, 4th Canadian Edition, by Urry et al, 2023, published by Pearson.
- You can purchase your electronic textbook (eText) and MasteringBiology access code through the Queen's Campus Bookstore. You can purchase access to MasteringBiology with or without the eText via the following permalink: <https://campusebookstore.com/link/?id=d23b92a2-c566-4728-be88-9cff0db5e174>
  - When you click on this link, you will be taken to a shopping cart that is preloaded with two items: the required access code with the eText, and the required access code without the eText. Remove the item that you do not want (e.g., if you want the eText, remove the \$74.99 option from the cart), then click "Checkout"; agree to the terms; and complete your purchase to receive your access code immediately. If you accidentally purchase both access codes, you can contact the Campus Bookstore for a refund.
- The cost of the eText with MasteringBiology is \$125.99, and the cost of only MasteringBiology without eText is \$74.99 at the Queen's Campus Bookstore.
- If you purchase a used textbook, it is necessary to also purchase an access code for MasteringBiology (with or without the eText) from Pearson. MasteringBiology comes included when a new eText is purchased through the Queen's Campus Bookstore and therefore does **NOT** need to be purchased separately.
- If you purchase the eText and access code, after registering for the course on the MasteringBiology site, it is possible to also purchase a looseleaf copy of the textbook if desired; however, it is not required.
- To find answers to common questions about textbook registration, refer to the course page called "FAQ: Text, Mastering and DSMs" on onQ.
- The teaching team cannot assist you with technical difficulties related to Pearson/MasteringBiology. We recommend that you connect with the Pearson 24/7 tech support if you are having technical difficulties. Be sure to tell the support staff immediately that you are using MasteringBiology integrated with Brightspace D2L so they can assist you appropriately.

## 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 ITS | Queen's ITS | Queen's ITS   |
| FeedbackFruits | Peer learning   | Queen's ITS | Queen's ITS | Queen's ITS   |

## 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

Course announcements, instructions, and other important information will be communicated through onQ. Students are responsible for regularly checking the course site and their Queen's email. Please see the onQ course site for information about contacting the teaching team.

#### *Lab Questions*

If you have any questions about a virtual lab, you **MUST** use the onQ Discussion forum called "Questions for your TA on the Labs?". We have TAs who are actively monitoring this forum and are ready to assist. This is the fastest way to receive a response. This discussion forum is how we support you while completing the lab activities. Please do not email your lab questions to the course email; you will not receive a response - instead, you will be directed to this Discussion Forum by way of an auto-reply.

#### *Lecture / Course Content Questions*

All questions related to lecture/course content must be posted to the onQ Discussion forum called "Lecture Questions Forum". Posting to the forum is the quickest way to get an answer because they are monitored by the whole Teaching Team. Please do not email your course content questions to the course email; you will not receive a response - instead, you will be directed to this Discussion Forum by way of an auto-reply.

### *Course Organization Questions*

If you have a question about how the course is organized, please use the onQ Discussion forum called “Course Organization help forum”. Please do not email course organization questions to the course email; you will not receive a response - instead, you will be directed to this Discussion Forum by way of an auto-reply.

### *Textbook and MasteringBiology Questions*

If you have questions about the course textbook and/or MasteringBiology, please use the onQ Discussion forum called “Textbook and MasteringBiology help forum”. If you are experiencing technical difficulties with these resources, the Pearson team advises that the best and fastest way for students to receive support is for them to go to [www.AskPearsonSupport.com](http://www.AskPearsonSupport.com), where there is 24/7 chat support and phone support available Monday-Friday 10 AM EST – 10 PM EST. If the technical support team is unable to fully resolve the issue, then you can email the teaching team the case number issued by Pearson for follow-up.

### *Course Email*

The course email should only be used for personal correspondence that would not be appropriate to post publicly on the discussion forums in onQ. Also, you must use your Queen's email account. Non-Queen's emails will not receive a response, as we cannot verify your identity.

### **Queen's Email**

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

### **Course Feedback**

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

# Assessments

## Weighting and Alignment with Course Learning Outcomes (CLOs)

| Assessment                                | Due Date       | Weighting    | Alignment with CLOs |
|-------------------------------------------|----------------|--------------|---------------------|
| <b><u>Module Quizzes</u></b>              |                | [TOTAL: 16%] | 1-6                 |
| Module I Quiz                             | Sep 24         | 4%           |                     |
| Module II Quiz                            | Oct 22         | 4%           |                     |
| Module III Quiz                           | Nov 12         | 4%           |                     |
| Module IV Quiz                            | Dec 3          | 4%           |                     |
| <b><u>Virtual Labs</u></b>                |                | [TOTAL: 34%] | 1-6                 |
| Lab 1                                     |                |              |                     |
| Individual Activities                     | Sep 19         | 2%           |                     |
| Lab 2                                     |                |              |                     |
| Individual Activities                     | Sep 26         | 4%           |                     |
| Group Report                              | Oct 1          | 4%           |                     |
| Lab 3                                     |                |              |                     |
| Individual Activities                     | Oct 3          | 4%           |                     |
| Group Report                              | Oct 8          | 4%           |                     |
| Lab 4                                     |                |              |                     |
| Individual Activities                     | Oct 31         | 4%           |                     |
| Group Report                              | Nov 5          | 4%           |                     |
| Lab 5                                     |                |              |                     |
| Individual Activities                     | Nov 14         | 4%           |                     |
| Group Report                              | Nov 19         | 4%           |                     |
| <b><u>Dynamic Study Modules (DSM)</u></b> |                | [TOTAL: 8%]  | 1-6                 |
| Module I DSMs                             | Sep 23**       | 2%           |                     |
| Module II DSMs                            | Oct 21**       | 2%           |                     |
| Module III DSMs                           | Nov 11**       | 2%           |                     |
| Module IV DSMs                            | Dec 2**        | 2%           |                     |
| <b><u>Study Sessions</u></b>              |                | [TOTAL: 16%] | 1-6                 |
| Module I Study Session                    | Sep 21 - 22    | 4%           |                     |
| Module II Study Session                   | Oct 19 - 20    | 4%           |                     |
| Module III Study Session                  | Nov 9 - 10     | 4%           |                     |
| Module IV Study Session                   | Nov 30 - Dec 1 | 4%           |                     |
| <b><u>Final Exam</u></b>                  | TBD            | 26%          | 1-6                 |

\*\*These are recommended dates of completion; however, students have until Dec 8 to complete these for credit.

## Assessment Flexibility

All activities count toward a student's final grade. None of the assessments are "graded on a curve". To maintain fairness and consistency to all students, no extra credit assessments are offered to individuals.



## Supporting Students with Rubrics

Rubrics have been created to help guide you toward success on assessments in this class, highlighting key criteria essential to your success. Importantly, however, rubrics are not an exhaustive list of success criteria. Grades will be assigned using the criteria outlined in the marking rubrics, and the teaching team reserves the right to provide feedback that is not always explicitly stated in the marking criteria, should circumstances warrant. This is because grades reflect level of mastery, and sometimes one general rubric cannot capture all student responses. Please review the marking rubric in detail and the written feedback that you receive. If you have any questions, please contact the teaching team.

## Descriptions of Learning Activities and Assessments

### Module Quizzes

The Module Quizzes provide students with an opportunity to assess their understanding of the material covered in the lectures and receive feedback on their learning. Students are encouraged to complete these quizzes independently, using the course resources as needed. However, students may work with their peers if they find collaborative learning helpful. Keep in mind that simply obtaining answers from others, without working through the questions and concepts yourself, will not help you develop your understanding of the material and may ultimately affect your performance on other assessments such as the final exam.

### Virtual Labs

The practical activities combine elements of laboratory exercises, tutorials, and collaborative learning. Through these activities, students will explore course topics through a combination of individual and group work. Students must complete and submit the required individual quiz and/or assignment by the specified deadline in order to be placed into a group for the Group Activity phase of the lab.

### Dynamic Study Modules (DSM)

The DSMs are available through MasteringBiology and use adaptive learning to help students identify and strengthen areas where they may need additional practice. When a student is unable to answer a question correctly, the DSM provides additional questions focused on that area. These activities are important learning tools designed to help students prepare for and engage with the course material.

*Completing a DSM:* A DSM is considered complete when a student earns 100% on the quiz. If a student answers questions incorrectly on their first attempt, they will be provided with additional questions that must also be answered correctly in order to achieve 100% and complete the DSM.

*DSM sets and marks:* Each module has a required set of DSMs associated with specific textbook chapters. Each module DSM set is worth 2% of the final course grade. To earn the 2% for a module, students must complete all the DSMs associated with that module by the final deadline. Completing individual DSMs does not result in marks being awarded for those individual DSMs. If any required DSM in a module is incomplete, no marks will be awarded for that module's DSM set. For example, the Module I DSM set consists of the DSMs for Chapters 22, 23, 24, 25, and 26. To earn the 2% associated with the Module I DSM set, students must complete all five DSMs by the final deadline. If a student completes the DSMs for Chapters 22, 23, 24, and 25 but does not complete the DSM for Chapter 26, they will receive 0% for the Module I DSM set.

### Study Sessions

Before each Module Quiz, a Study Session will provide students with an opportunity to review and deepen their understanding of the course material. Study Sessions take the form of a group discussion forum focused on challenging questions related to the material covered in the upcoming Module Quiz. Over the two-day activity, students are expected to contribute to the discussion, consider their peers' responses, and engage in discussion of the questions. Students will be assessed based on the quality of their contributions and their engagement with the discussion.

## Final Exam

The Final Exam is cumulative, covering the entire course. It is scheduled by the Exams Office.

## **Proctored Exams**

### Exam Centre Location, Eligibility, and Fees

Students are responsible for familiarizing themselves with the Faculty of Arts and Science and University Registrar's regulations regarding exams. Similarly, it is their responsibility to ensure that they attend their exam as scheduled. Please carefully read the Arts and Science Online (ASO) information about final proctored exams [here](#).

Students enrolled exclusively in online courses may choose one of two options to write this course's proctored assessments:

1. You may choose to write the assessments online under supervision of ProctorU proctoring services by Meazure Learning. A \$100 fee will be charged to your SOLUS account. This fee is known as the *Off Campus Exam Admin Fee* and is applied in SOLUS at the earlier of: term tuition posting date, or the date at which exam writing method is changed to online. The fee is assessed **once per course with proctored assessments**.
2. You may choose to write the assessments in-person on Queen's campus in Kingston at no additional charge.

Students enrolled in at least one on-campus course are expected to write this course's proctored assessments on campus during the scheduled exam time. They will not be permitted to write this course's proctored assessments online. Students were prompted to indicate their preferred exam writing method when enrolling in the course in SOLUS. The exam writing method may be changed by contacting the ASO Exams Team at [aso.exams@queensu.ca](mailto:aso.exams@queensu.ca). A course instructor cannot change your exam writing method on your behalf.

### Information for students writing online assessments using ProctorU

Selected assessments in this course will be administered in onQ using online proctoring provided by ProctorU, a third-party, cloud-based service. This proctoring solution was chosen to support our efforts in maintaining academic integrity when online proctoring is required. Queen's has conducted an extensive privacy and security review of ProctorU and has entered into a binding agreement with terms that address the appropriate collection, use and disclosure of personal information in accordance with Ontario's privacy legislation. To learn more about online proctoring, please see the [information provided by the Office of the University Registrar](#).

If you registered to write online with ProctorU, all information pertaining to the technical requirements and preparation for writing online will be posted in onQ well in advance of your exam.

The use of ProctorU as described is unique to courses offered by the [Faculty of Arts and Science Online](#). Other Faculties use online proctoring solutions in different ways under different regulations. Students should contact the appropriate Faculty examination team if they have questions.

### Timing of Final Examinations

The exam period dates for each Term are listed on the Faculty of Arts and Science webpage under "[Important Dates](#)". Student exam schedules for the Fall Term are posted to SOLUS immediately prior to the Thanksgiving holiday; for the Winter Term they are posted on the Friday before Reading Week, and for the Summer Term they are individually noted on the Arts and Science Online syllabi. Students should not make any travel plans until after the examination schedule has been posted. Exams will not be moved or deferred to accommodate employment, travel/holiday plans or flight

reservations. Students experiencing extenuating circumstances preventing them from writing their exams as scheduled should review the [information about the Academic Consideration process](#).

If you are unable to attend an exam and receive approval for a deferred proctored exam, a further deferral of that exam will not be accommodated unless a student completes and submits a petition requesting to further delay writing the final exam. Only if the petition is successful will accommodations be discussed.

### **Assessment Submission Policy**

The policies outlined below apply if you miss only a few of the course activities with valid accommodations or academic consideration. If your circumstances lead you to miss activities worth 35% or more of the course weight, a reweighting of the course will generally not be offered; instead, the Teaching Team will recommend that you apply for a late drop. Missing more than a third of the course makes it impossible to successfully meet the mandated Course Learning Outcomes.

### **Dynamic Study Modules (DSM)**

These are adaptive learning quizzes developed by the textbook publisher to help you assess your understanding of the material in each chapter. These activities are open starting on the first day of classes. They are most effective when completed before the associated module quiz assessments.

While DSMs have recommended due dates that precede each associated Module Quiz, you are permitted to complete them at any time before the final day of classes for full credit.

- **Academic Accommodations and Considerations:** Because all DSMs are open from the first day of term until the very last day of classes, maximum flexibility is already built into the course schedule. As a result, further deadline extensions are not necessary and will not be granted.

### **Study Sessions**

Study Sessions are two-day discussion forums designed to assess your understanding before each Module Quiz. Because these sessions rely on active group interaction to prepare for quizzes, individual extensions are not feasible.

- **Short-term Academic Consideration (Up to 3 days):** If extenuating circumstances prevent you from participating, you must submit a short-term request via the official Academic Consideration portal and contact the Teaching Team to arrange your grading adjustments. Once verified, your grade for the missed session will be calculated using your score on the corresponding Module Quiz.
- **Long-term Academic Consideration (3 days to 4 months):** If you have an approved long-term consideration whose dates officially cover the Study Session timeline, you must submit your paperwork to the portal and contact the Teaching Team to arrange your grading adjustments. Your grade for the missed session will be calculated using your score on the corresponding Module Quiz. If your approved consideration dates also cover the corresponding Module Quiz and you cannot complete it, the weight of both assessments will be transferred to your Final Exam.
- **Academic Accommodations:** If an ongoing documented condition prevents you from participating in these time-bound group activities, please reach out to the Teaching Team as soon as possible to arrange your grading adjustments. For approved accommodations, your grade for the missed session will be calculated using your score on the corresponding Module Quiz. If your accommodation results in missing both the Study Session and its corresponding Module Quiz, the weight of both assessments will be transferred to your Final Exam.

## Module Quizzes

Module Quizzes open on Thursdays and are due at the end of that day. However, the course automatically permits an additional three-day grace period for students who encounter short-term extenuating circumstances.

- **Short-term Academic Consideration (Up to 3 days):** If you are unable to complete the Module Quiz on Thursday, you can use the automatic three-day grace period built directly into the system. You do **NOT** need to submit a request via the academic consideration portal for this extension. Please note that if you experience extenuating circumstances after the initial Thursday due date has already passed, no additional extensions will be granted.
- **Long-term Academic Consideration (3 days to 4 months):** If you have an approved long-term consideration whose dates officially cover the Module Quiz timeline, you must submit your paperwork to the portal and contact the Teaching Team to arrange your grading adjustments. Generally, the weight of the missed quiz will be transferred to your Final Exam.
- **Academic Accommodations:** Once the three-day grace period closes, quiz results and answers are posted for the class to review, meaning individual extensions past this window are not possible. If an ongoing documented condition prevents you from attempting a Module Quiz within the available window, please reach out to the Teaching Team as soon as possible to arrange your grading adjustments; in these verified cases, the weight will be transferred to your Final Exam.

## Virtual Labs: Individual Activities

You must complete all Individual Activities by the posted due date. Because these tasks directly prepare you for collaborative work, completing the Individual Activities is a strict prerequisite; if you do not complete them, you will not be permitted to participate in the corresponding Group Activities.

- **Short-term Academic Consideration (Up to 3 days):** These activities are available for a week or more before the deadline. If extenuating circumstances prevent you from completing them, you must submit a short-term request via the official Academic Consideration portal and contact the Teaching Team to arrange your grading adjustments. Because you will be unable to advance to the group phase, your verified consideration will apply to both the Individual and Group activities, and the combined weight will be transferred to your Final Exam.
- **Long-term Academic Consideration (3 days to 4 months):** If you have an approved long-term consideration whose dates officially cover the lab timeline, you must submit your paperwork to the portal and contact the Teaching Team to arrange your grading adjustments. Generally, the combined weight of both the Individual and Group activities will be transferred to your Final Exam.
- **Academic Accommodations:** Because labs are tiered, interdependent activities, individual deadline extensions are not feasible. If an ongoing documented condition prevents you from participating in the Individual Activities, please reach out to the Teaching Team as soon as possible to arrange your grading adjustments. In these cases, you will not advance to the group phase, your accommodations will apply to both components, and the combined weight will be transferred to your Final Exam.

## Virtual Labs: Group Activities

Groups are populated exclusively with students who have completed the prerequisite Individual Activities. Each group has four days to complete the work and submit the lab report. While you should make every effort to submit the report by this initial deadline, the system automatically permits a three-day grace period to support groups if an individual experiences short-term extenuating circumstances.

- **Short-term Academic Consideration (Up to 3 days):** If you or a group member experiences short-term extenuating circumstances during the active four-day lab window, your group can use the automatic three-day grace period built into the submission system. You do not submit a request via the academic consideration portal for this three-day extension.
- **Long-term Academic Consideration (3 days to 4 months):** If you have an approved long-term consideration whose dates officially cover the group lab timeline, you must submit your paperwork to the portal and contact the Teaching Team to arrange your grading adjustments. Generally, your portion of the weight for the missed Group Lab Activity will be transferred to your Final Exam.

- **Academic Accommodations:** Because these are collaborative, time-bound team projects, individual deadline extensions past the three-day group grace period are not feasible. If an ongoing documented condition prevents you from participating in the Group Activities, please reach out to the Teaching Team as soon as possible to arrange your grading adjustments; in these verified cases, the weight of the missed group activity will be transferred to your Final Exam.

### Final Exam

- **Academic Consideration:** If you cannot write the final exam and have approved academic consideration for the day of the exam, you must contact the Teaching Team to discuss your eligibility to write a deferred final exam. Once your eligibility is confirmed, the deferred exam will be scheduled on a date determined by the Exams Office in mid-January.
- **Academic Accommodations:** Accommodations will be applied on an individual basis for students who have registered their accommodations for this course via Ventus at least 2 weeks in advance of the exam. If an ongoing documented condition prevents you from writing the final exam as scheduled, you must email the Teaching Team as soon as possible to discuss your eligibility to write a deferred final exam. In this email, you must copy (cc) your QSAS advisor. With the verification of your QSAS advisor, you may be approved to write a deferred final exam on a date to be determined by the Exams Office in mid-January

### **Policy Review of Graded Work**

The course website will advise on who to contact for further information on how an activity was marked. Students have seven days after posting the marks to contact that individual. If at the end of that process the student still disagrees with their mark, they can request a formal regrade (procedural details are given on onQ). The activity will be assessed by the course instructor and evaluated in its entirety. As a result, the mark may go up, down or not change. For group activity, any changes apply only to the student who petitioned for a change.

## **Policies**

### **Class Attendance**

Your presence and participation in class, in the form of the discussion forum, contribute to the knowledge and skills that you will develop throughout this course. 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 Exams 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 honour, 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.

## Syllabus statements for Generative Artificial Intelligence (AI) Tools

Using generative AI writing tools such as ChatGPT in your submitted work is not permitted in this class. This type of use constitutes a Departure from Academic Integrity.

Original work, completed wholly by you, is expected to be submitted in this course. The use of an artificial intelligence tool like ChatGPT is not permitted.

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 may make 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.

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