

Learner-Centred Syllabus Template

We have created this guide to assist you in developing a syllabus that focuses on your learners and their path to success in your course.

The goal of the **learner-centred syllabus** is to prioritize the needs of your students. Generally, a syllabus is expected to:

- Clearly state the knowledge, skills, and attitudes students are expected to learn (i.e., learning outcomes),
- Describe how you will assess whether students have successfully achieved the stated learning outcomes.

A traditional syllabus is written in third person, with an emphasis on what the course will cover. A learner-centred framework asks instructors to consider language and tone in terms of how these contribute to students' perception of instructors and their course.

In contrast, a learner-centred syllabus takes an integrated approach, describing how teaching and learning activities provide opportunities for students to develop the requisite knowledge and skills that will be assessed in the course.

Fundamental principles of a learner-centred syllabus

- Stress how the course will promote student learning
- Use engaging language to foster interest in the course topics
- Write in the first person to convey your personality and create a sense of immediacy
- Use a warm and caring tone
- Express confidence in your students to foster perseverance in the face of challenges.

Learner-centred syllabi may increase student motivation and perseverance by influencing how students perceive both the course and the instructor (Harnish & Bridges, 2011). More extensive syllabi are associated with students perceiving the instructor having greater interest in their learning (Richmond et al., 2016).

Web accessibility information and your syllabus

Ontario web accessibility standards came into effect in January 2014. These standards require all online content including uploaded Word and PDF files to be accessible for all users. This legislation also covers syllabi posted online. For more information on web accessibility standards, visit Queen's Human Rights & Equity Office's [Accessibility Hub](#).

Document accessibility standards include:

- proper headings and styles
- document title information (**File menu, beside 'Title' enter the title**)
- alternate text (alt text) for pictures and tables

- meaningful link descriptions for URLs (e.g., [Queen's University](#), not www.queensu.ca)
- formatted lists, such as bullet and number lists.

To check a Word document for accessibility: save the file while in WORD. Then follow **File/Info/Check for Issues/Check Accessibility**

To check a PDF for accessibility (using Acrobat Pro): **View/Tools/Accessibility>select 'Full Check'**.

To use the template, delete this page and use the following pages as your syllabus template. You are encouraged to customize your syllabus to fit your course, your style of teaching, and your students' needs.

Note: Hold the control key and click on the titles below to visit the linked section.

Mandatory sections based on Senate requirements

- A clear definition and Queen's Policy statement on Academic Integrity

Mandatory sections mandated by Academic Regulation 7.2.1 in the Faculty of Arts and Science Academic Regulations

- Intended student learning outcomes
- A clear statement of the basis on which final marks are assigned
- The term work expected and weight, if any, that it will contribute to the final mark
- Any essential elements of the class that must be passed in order to pass the class (i.e. laboratories, sight-singing tests, or a final proctored examination).

Mandatory sections if applicable

- Notice of recording
- Turnitin statement

Learner-Centred Syllabus Template

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Teaching Team Information

General Course Information

Course: BIOL 200

Course title: Diversity of Life

Pre-requisites: None. Recommended preparatory courses: BIOL 102/3.0 and BIOL 103/3.0.

Semester and year: Winter 2024

Number of credits: 3.0

Learning hours: 120

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

Class time and location: Time and location for lectures/tutorials on campus.

Classroom accessibility: Accessibility considerations for classrooms/buildings on campus.

Course Description

One of the most wondrous features of Biology is how evolution has developed so many different ways for organisms to grow, survive, and reproduce. The overall course goal is to provide students with the background knowledge and interpretive skills needed to recognize and appreciate the diversity of life and the evolutionary mechanisms that generated it, so that their future studies of individual organisms or biological processes can be set in an appropriate evolutionary and ecological context. Patterns of organizational complexity and species diversity since life originated are explained throughout the course in the mechanistic context of evolutionary processes and concepts such as adaptive radiation, endosymbiosis, structure-function relationships, horizontal gene transfer, and ecological impacts of changing environments.

This course provides a phylogenetically based overview of biodiversity across the Tree of Life including viruses, archaea, bacteria, algae, fungi, plants, invertebrates and vertebrates. Patterns of organizational complexity and species diversity are explained in the context of evolutionary processes, structure-function relationships and ecology.

Topics

Week	Module	Topic	Tutorial
1	Module name/number	1. Introduction to the Diversity of Life 2. Systematics and Viruses 3. Prokaryotes: Bacteria (I)	
2	Module name/number	4. Prokaryotes: Bacteria (II) and Archaea 5. Eukaryotes: Structure and Origin 6. Eukaryotes: Reproduction, and	Tutorial 1 – Cladistics

		Introduction to the Protists Topic	
3	Module name/number	7. Algae (Reds and Greens) 8. Introduction to the Fungi 9. Fungi (Asco- and Basidiomycota)	Tutorial 1 Part 2
4	Module name/number	10. Fungal Symbioses 11. Origin, Evolution and Classification of Land Plants 12. Bryophytes and Seedless Plants	Tutorial 2 – Dichotomous keys
5	Module name/number	13. Evolution of the Seed Plants 14. Origin and Evolution of the Angiosperms 15. Reproduction in the Angiosperms	Tutorial 2 Part 2
6	Module name/number	16. Overview: Evolutionary Trends and Synthesis	Tutorial 3 – Natural selection
Reading Week			
7	Module name/number	17. Zoological Concepts 18. Animal-like Protists 19. Basal Animal Phyla	Tutorial 3 Part 2
8	Module name/number	20. Platyhelminthes 21. Mollusca 22. Annelida	Tutorial 4 – Species Sampling Curves
9	Module name/number	23. Nematoda 24. Arthropoda (1) 25. Arthropoda (2)	Tutorial 4 Part 2
10	Module name/number	26. Echinodermata 27. Hemichordata and Chordata 28. Fishes	Tutorial 5 – Invertebrate diversity
11	Module name/number	29. Amphibia 30. Reptilia (1) 31. Reptilia (2: Aves)	Tutorial 5 Part 2
12	Module name/number	32. Mammalia	

Course Learning Outcomes

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

1. Describe and discuss the diversity of living organisms across the 'Tree of Life' from both evolutionary and ecological perspectives
2. Explain the primary and secondary mechanisms that generate biological diversity across the 'Tree of Life'

3. Recognize, describe, and compare the principal unique features of a wide range of organisms including bacteria, archaea, algae, fungi, plants, and invertebrate and vertebrate animals
4. Identify the phylogenetic relationships among the major groups of organisms, and distinguish their key characteristics using conventional taxonomic terminology and nomenclature
5. Interpret the relative success and diversity of the major groups organisms in terms of adaptations for growth, survival and reproduction
6. Describe the timelines of major steps in evolution

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 expected 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

Required Course Textbooks

Course Textbooks	Edition(s)	Publisher	For Purchase	At Queen's Library?
Campbell's Biology (Textbook sections used in BIOL 200 complement rather	Canadian 3 rd edition	Campbell/Pearson Authors: Urry et al, 2021	Campus bookstore	Yes

than overlap with BIOL 103 and 212).				
Diversity of Life	Edition(s).	McGraw Hill	Campus Bookstore	No

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
Select.	Select.			
Select.	Select.			
Select.	Select.			
Select.	Select.			
Select.	Select.			
Select.	Select.			

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

We encourage students to make use of the course Discussion Forms to post questions.

- Administration Discussion Forum (general administration questions) is monitored by a the Lab Instructor - you can expect a reply in 24 hours (Monday - Friday).
- Lecture Discussion Forum (lecture materials) is used to facilitate student exchanges on lecture material. We encourage students to ask and answer each others questions. Course Professors usually reply to posts on this discussion board, but there is no specific timeline for when to expect a reply.
- Tutorials Discussion Forums (tutorial activities) are monitored by the Tutorial Instructor - you can expect a reply in 24 hours (Monday - Friday).

Feel free to help answer your peers’ questions in these forums.

If your inquiry is of a more personal nature, you can email the course email (biol200@queensu.ca). This inbox is monitored by the Tutorial Instructor: you can expect a reply usually within 24 hours (Monday - Friday). Please use your Queen's email when contacting the teaching team.

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	Alignment with CLOs	Weighting
Lecture Quizzes (4 x 2.5%)	#1-6	10%
Tutorials Activities (5 x 6%)	#2 – 5	30%
Midterm Exam	#1-6	25%
Final Exam	#1-6	35%
Total		100%

Assessment Flexibility

Attendance during in-person tutorial activities is optional: students unable to attend in-person activities (for whatever reason) will automatically have the grade weight of that activity transferred to the corresponding online assignment (see description of Tutorial Activities below).

Descriptions of Learning Activities and Assessments

There are 5 Tutorial Topics in BIOL200 this year. Each topic is divided into 2 parts:

Part 1 activities (worth 2% each) are designed to help prepare you for Part 2 assignments. Part 1 activities take place in-person in Biosciences Rm 3311 and are graded via participation; you will receive 2% if you participate fully in the activities. We chose to use this approach to encourage student's to think creatively and experiment during tutorial sessions without the stress of worrying about grades. Take these opportunities to explore the topic without fear of being right or wrong. The teaching team reserves the right to adjust participation credit based on actual participation; if you complete only half the assignment, show up to tutorial late, or

spend the whole time on your phone, you will not receive the full participation credit.

Part 2 activities (worth 4%) are designed to assess your core understanding of the topic presented. Part 2 activities take place online and are graded following traditional grading approaches. Part 2 assignments must be completed individually unless explicitly stated otherwise. Students who are unable to participate in Part 1 will still be able to complete the corresponding Part 2 assignment. Part 2 assignments have a 7-day availability window and are due on Fridays at 4 pm regardless of which tutorial section you are registered in. See the Timeline in onQ for schedule and due dates.

Proctored Exams

Timing of Final Examinations

Once the exam schedule has been finalized, the exam date will be posted on your SOLUS account. The exam 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 on SOLUS immediately prior to Thanksgiving and on the Friday before Reading Week for the Winter Term. Students should **delay finalizing 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. For information regarding what is considered extenuating circumstances and qualifications for Academic Consideration, please visit the [Faculty of Arts and Science's Academic Consideration webpage](#).

Assignment Submission Policy

Online lecture-material quizzes: These quizzes do NOT have built-in grace periods because of potential academic integrity issues.

Tutorial Activities

Tutorial Part 1 activities may require a very brief submission as proof of participation. This will be submitted in hard copy directly to the TA before you leave class.

Tutorial Part 2 assignments are usually presented as quizzes in onQ (they count as assignments for the purposes of Accommodations, but we have presented them as quizzes for logistical reasons). Each tutorial Part 2 assignment will have a 72-hour grace period; your assignments are due on the due date posted but will be accepted, without penalty, up to 72 hours afterwards. Short term academic consideration is therefore built into the due dates and will not be extended past this 3-day grace period for students without long-term academic consideration or accommodations for disabilities. We do not accept late submissions.

Last minute submissions: Part 2 tutorial assignments are due at 4 pm. Do not attempt to submit an activity at the very last minute, as technical delays/difficulties may prevent your submission from going through. Last minute technical difficulties do not constitute exceptional circumstances and will not be accommodated. If you encounter technical difficulties while trying to submit an electronic document,

email the assessment to biol200@queensu.ca along with a short explanation. We will use the timestamp on the email to evaluate the submission time.

Submission errors: It is each student's responsibility to ensure the correct files are submitted in the correct format and to the correct quiz on time. Blank assignments, corrupt files, or submissions of the wrong file will receive a grade of zero. Make sure to view and check all submissions. Submission errors do not constitute exceptional circumstances and will not be accommodated.

Please see the Academic Considerations for Students with Extenuating Circumstances and Accommodations for Disabilities sections of the syllabus for more information.

Policy Review of Graded Work

Teaching Assistants are trained on how to grade your assessments and exams using standardized criteria. But mistakes can happen. If you feel that a grading mistake has been made, you can submit a regrade request to the Regrade Request folder in onQ. In your request you should carefully describe which assessment you are asking about, and where and why you feel marks are missing. Be specific - generic requests for a regrade without an explanation of your concerns will not be considered.

Your regrade request must be made within a week of receiving your graded assessment. Requests after one week will not be considered. Note that all parts of the assessment may be regraded. We will respond to your request in this folder within 1 week.

Policies

Attendance in Lecture

Your presence and participation in class contributes to the knowledge and skills that you will develop throughout this course. We expect that you attend class regularly, participate in class conversations and learning activities. These types of activities provide active engagement, promote a deeper understanding of the course content, and contribute to your success in this course.

Attendance in Tutorial

Regular attendance and participation in Tutorial activities promotes deeper understanding of course content and is typically correlated with student success in this course. However, we recognize that sometimes life disrupts our academic responsibilities. We have mechanisms built-in to our tutorial structure which help provide flexibility when dealing with unanticipated disruptions to academic work:

- Participation in Part 1 activities: If you are unable to participate in any of the in-person Part 1 activities we will automatically transfer the grade weight of that activity to Part 2. For example, say you are not able to attend Tutorial 2 Part 1 because you are not feeling well - your Tutorial 2 Part 2 will then count towards 6% of your final course grade. This is an "all or nothing" accommodation - if you complete only a portion of a Part 1 activity, you will receive credit for that portion only. We will not transfer partial credit to Part 2 activities. Anyone who does not sign the sign-in sheet during the in-person tutorial will automatically get this accommodation.

You do not need to submit for Academic Consideration: we trust that you tried your best to participate but were unable to, and we will exempt the item from your gradebook in good faith.

- Availability for Part 2 activities: Part 2 activities will be available remotely for at least 7 days, and are due on Fridays (unless stated otherwise in the Timeline) at 4 pm regardless of which Tutorial section you are registered in. Part 2 activities have a built-in 72-hour grace period. Submitting a late assessment within the grace period is on your honor that you are experiencing extenuating circumstances, so documentation is not required. This is universal design feature and is offered in good faith. Part 2 submissions will NOT be accepted after the close of the grace period, unless you have Academic Consideration spanning the entire availability window including the grace period, or have arranged to use Extension Accommodations.

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>

The most common accommodation is time extensions for quizzes and tests. We will automatically apply time extensions accommodations to timed online quizzes based on the information available in Ventus (e.g. your QSAS Letter of Accommodation). If you experience any problems, or wish to use other registered accommodations which are not already accounted for based on our course policies (e.g. due date extensions beyond 3 days), please reach out to the course inbox (biol200@queensu.ca) as soon as possible. We are happy to help implement all QSAS registered accommodations in BIOL200 whenever possible.

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.

If you need to request academic consideration for this course, you will be required to provide the following name and email address to ensure it reaches our team accordingly:

Instructor/Course Coordinator Name: Dr. Paul Grogan or Dr. Tim Birt

Instructor/Course Coordinator email address: biol200@queensu.ca

Please follow up your request with an email to the course inbox (biol200@queensu.ca). If your request is not covered by the accommodations/flexibility that is already built into the course, we will wait to hear from you directly before initiating additional accommodations (that way we can discuss what approach will work best for you).

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.

Syllabus statements for Generative Artificial Intelligence (AI) Tools (select one of the following)

Not permitted:

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